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ABSTRACT

This manual was developed to assist school district personnel in the development of policies and procedures for selecting instructional materials. The manual describes State of Washington laws and regulations that govern the selection, use, and disposal of instructional materials and presents criteria and guidelines for selecting materials. Also included in the manual are examples of school district policies, an instructional materials policy check list, and an enumeration of the responsibilities of instructional materials committee members. The manual additionally presents methods for answering challenges against instructional materials, categorizes types of challenges that may be brought against materials, and lists organizations and books relevant to materials selection and evaluation and flow charts of selection processes. (MK)

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Handbook I

Guidelines for the Development of

INSTRUCTIONAL MATERIALS SELECTION POLICIES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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GUIDELINES FOR THE DEVELOPMENT OF

INSTRUCTIONAL MATERIALS SELECTION POLICIES

September 1980

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INTRODUCTION AND PURPOSE

The material in this publication has been developed to assist school district personnel in the development of policies and procedures for the selection of instructional materials as required by the laws of Washington State.*

This publication provides school districts with general guidelines to each portion of RCW 28A.58.103 and suggests means by which the requirement of equal treatment of the sexes in instructional materials may be met through the school district selection policy. Specific examples of each requirement of the law, reproduced from existing selection policies of a number of school districts in Washington State, illustrate a variety of ways to meet the provision of the relevant laws. All of the material in this publication has been reviewed by our assigned Assistant Attorney General.

The selection and utilization of all instructional materials must be within the context and framework of the educational philosophy and goals of the individual school district, taking into consideration the selection criteria endorsed by the State Board of Education. All instructional materials, especially those which may cause emotional reactions on the part of readers, viewers or listeners, should be selected insofar as possible on the basis of their direct contribution to specified learning outcomes on the part of individual students.

The espousal of intellectual freedom within the community, absolutely essential in the democratic process, carries with it acceptance of both rights and responsibilities. Boards of directors, school administrators, teachers, students and the community need to work together to assure that clear understanding of not only rights, but accompanying responsibilities are visible to all.

*This publication revises and updates the November 1975 Guidelines for the Development of Instructional Materials Selection Policies. It will be followed by Handbook II which will address selection of materials in specific subject areas.

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I. LAWS AND REGULATIONS GOVERNING INSTRUCTIONAL MATERIALS

THE LEGAL BASIS FOR SELECTION OF INSTRUCTIONAL MATERIALS IN WASHINGTON

RCW 28A.58.103 INSTRUCTIONAL MATERIALS-----INSTRUCTIONAL MATERIALS COMMITTEE. Every board of directors, unless otherwise specifically provided by law, shall:

(1) Prepare, negotiate, set forth in writing and adopt, policy relative to the selection of instructional materials. Such policy shall:

(a) State the school district's goals and principles relative to instructional materials;

(b) Delegate responsibility for the preparation and recommendation of teachers' reading lists and specify the procedures to be followed in the selection of all instructional materials including text books;

(c) Establish an instructional materials committee to be appointed, with the approval of the school board, by the school district's chief administrative officer. This committee shall consist of representative members of the district's professional staff, including representation from the district's curriculum development committees, and, in the case of districts which operate elementary school(s) only, the educational service district superintendent, one of whose responsibilities shall be to assure the correlation of those elementary district adoptions with those of the high school district(s) which serve their children;

(d) Provide for terms of office for members of the instructional materials committee;

(e) Provide a system for receiving, considering and acting upon written complaints regarding instructional materials used by the school district;

(f) Provide free text books, supplies and other instructional materials to be loaned to the pupils of the school, when, in its judgment, the best interests of the district will be subserved thereby and prescribe rules and regulations to preserve such books, supplies and other instructional materials from unnecessary damage.

Recommendation of instructional materials shall be by the district's instructional materials committee in accordance with district policy. Approval shall be by the local school district's board of directors.

Districts may pay the necessary travel and subsistence expenses for expert counsel from outside the district. In addition, the committee's expenses incidental to visits to observe other districts' selection procedures may be reimbursed by the school district.

Districts may, within limitations stated in board policy, use and experiment with instructional materials for a period of time before general adoption is formalized.

Within the limitations of board policy, a school district's chief administrator may purchase instructional materials to meet deviant needs or rapidly changing circumstances.

(2) Establish a depreciation scale for determining the value of texts which students wish to purchase.

WAC 180-48-010 SELECTION OF INSTRUCTIONAL MATERIALS -- SCHOOL DISTRICT POLICY IN WRITING. In compliance with statutory requirements as prescribed in RCW 28.58.100 (RCW 28A.58.103), each school district shall have a written policy outlining the process for the selection and adoption of instructional materials, print and nonprint, which policy shall include provision for the challenging of such materials by a child's parent or legal guardian.

RCW 28A.85.020 REGULATIONS, GUIDELINES TO ELIMINATE DISCRIMINATION -- SCOPE. The Superintendent of Public Instruction shall develop regulations and guidelines to eliminate sex discrimination as it applies to public school employment, counseling and guidance services to students, recreational and athletic activities for students, access to course offerings, and in textbooks and instructional materials used by students.

(5) Specifically with respect to textbooks and instructional materials, which shall also include, but not be limited to, reference books and audio-visual materials, they shall be required to adhere to the guidelines developed by the Superintendent of Public Instruction to implement the intent of this chapter: Provided, That this subsection shall not be construed to prohibit the introduction of material deemed appropriate by the instructor for educational purposes.

WAC 392-190-055 TEXTBOOKS AND INSTRUCTIONAL MATERIALS -- SCOPE -- ELIMINATION OF SEX BIAS -- COMPLIANCE TIMETABLE.

(1) It is the intent of this section to eliminate sex bias in connection with any form of instruction provided by a school district.

(2) The instructional materials policy of each school district required by RCW 28A.58.103 shall incorporate therein, as part of the selection criteria, a specific statement requiring the elimination of sex bias in all textbooks and instructional materials including reference materials and audio-visual materials.

(3) The instructional materials committee of each school district shall establish and maintain appropriate screening criteria designed to identify and eliminate sex bias in all textbooks and instructional materials including reference materials and audio-visual materials: PROVIDED, That such selection criteria shall be consistent with the selection criteria endorsed by the state board of education dated December 6, 1974, WAC 180-48-010, as now or hereafter amended, and WAC 180-46-005 through WAC 180-46-060, as now or hereafter amended. One of the aids to identification of sex bias in instructional materials consists of the Washington Models for the Evaluation of Bias Content in Instructional Materials published by the Superintendent of Public Instruction.

(4) In recognition of the fact that current instructional materials which contain sex bias may not be replaced immediately, each school district should acquire supplemental instructional materials or aids to be used concurrent with existing materials for the purpose of countering the sex bias content thereof.

(5) Each school district shall comply fully with this section with respect to all textbooks and instructional materials including reference materials and audio-visual materials ordered after July 1, 1976. The screening criteria required by this section shall be adopted with the approval of the school district board of directors no later than July 1, 1976.

(6) Nothing in this section is intended to prohibit the use or assignment of supplemental instructional materials such as classic and contemporary literary works, periodicals and technical journals which, although they contain sex bias, are educationally necessary or advisable.

RCW 28A.02.110 SURPLUS TEXTS AND OTHER EDUCATIONAL AIDS, NOTICE OF AVAILABILITY----STUDENT PRIORITY AS TO TEXTS. Notwithstanding any other provision of law, school districts, educational service districts, or any other state or local governmental agency concerned with education, when declaring texts and other books, equipment, instructional materials or relocatable facilities as surplus, shall, prior to other disposal thereof, serve notice in writing to any private school in Washington State annually requesting such a notice, that the same is available for sale to private schools, at depreciated cost or fair market value, whichever is greater: Provided, That students wishing to purchase texts pursuant to RCW 28A.58.103 (2) shall have priority as to such texts.

RCW 39.33.070 SCHOOL DISTRICTS AND LIBRARIES----DISPOSAL OF OBSOLETE OR SURPLUS READING MATERIALS----PROCEDURES. Any school district or educational service district, after complying with the requirements of RCW 28A.02.110, and any library, as defined in RCW 27.12.010, may dispose of surplus or obsolete books, periodicals, newspapers, and other reading materials as follows:

(1) If the reading materials are estimated to have value as reading materials in excess of one thousand dollars, they shall be sold at

public auction to the person submitting the highest reasonable bid following publication of notice of the auction in a newspaper with a general circulation in the library or school district.

(2) If no reasonable bids are submitted under subsection (1) of this section or if the reading materials are estimated to have value as reading materials of one thousand dollars or less, the library or school district may directly negotiate the sale of the reading materials to a public or private entity.

(3) If the reading materials are determined to have no value as reading materials or if no purchaser is found under subsection (2) of this section the reading materials may be recycled or destroyed.

These methods for disposing of surplus or obsolete reading materials shall be in addition to any other method available to libraries and school districts for disposal of the property.

RCW 28A.58.758 BASIC EDUCATION ACT OF 1977----DISTRICT SCHOOL DIRECTORS AS ACCOUNTABLE FOR PROPER OPERATION OF DISTRICT----SCOPE----RESPONSIBILITIES ----PUBLICATION OF GUIDE.

(1) It is the intent and purpose of this section to guarantee that each common school district board of directors, whether or not acting through its respective administrative staff, be held accountable for the proper operation of their district to the local community and its electorate. In accordance with the provisions of Title 28A RCW, as now or hereafter amended, each common school district board of directors shall be vested with the final responsibility for the setting of policies ensuring quality in the content and extent of its educational program and that such program meet the individual and collective needs of the particular students enrolled therein.

(2) In conformance with the provisions of Title 28A RCW, as now or hereafter amended, it shall be the responsibility of each common school district board of directors, acting through its respective administrative staff, to:

(f) Evaluate teaching materials, including text books, teaching aids, handouts, or other printed material, in public hearing upon complaint by parents, guardians or custodians of students who consider dissemination of such material to students objectionable.

RCW 28A.87.170 DISTRICTS USING UNAUTHORIZED TEXTBOOKS, DEVIATING FROM STUDY COURSES, HIRING UNQUALIFIED TEACHERS----FUNDS WITHHELD. Any school district using textbooks other than those prescribed by lawful authority, or any district failing to comply with the course of study prescribed by the state board of education or by other lawful authority, or any district in which warrants are issued to a teacher not legally qualified to teach in the common schools of the said district, shall have withheld twenty-five percent of their school fund for that or the subsequent year, and it is hereby made the duty of the educational service district superintendent to deduct said amount from the apportionment to be made to any district failing in either or all of the above requirements, and the amounts thus deducted shall be withheld until the educational service district superintendent shall ascertain such situation no longer exists.

II. CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS
ENDORSED BY THE STATE BOARD OF EDUCATION - DECEMBER 6, 1974

The cornerstone of learning resources programs should be a written selection policy that gives both shape and direction to the development of that program as an integral part of the instructional process.

In compliance with RCW 28A.58.103, requiring districts to "prepare, negotiate, set forth in writing and adopt policy relative to the selection of instructional materials," such policies and procedures shall reflect, but not be limited to, the following concerns:

(1) Instructional materials shall enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.

(2) Instructional materials shall stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciation, aesthetic values, and the development of ethical standards.

(3) Instructional materials shall be of sufficient variety so as to present opposing views of controversial issues in order that young citizens may develop the skills of critical analysis and informed decision making.

(4) Instructional materials hereafter developed or purchased shall contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.

(a) Instructional materials shall objectively present the concerns and build upon the contributions, current and historical, of both sexes, and members of the several specific religious, ethnic and cultural groups. School districts should recognize, however, that under certain conditions, biased materials may represent appropriate resources in presenting contrasting and differing points of view.

(b) Instructional materials shall provide models which may be used as a vehicle for the development of self-respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.

(5) Instructional materials including textbooks (single or multiple), programmed learning, telecourses, packaged courses or units, filmed courses, and the like are generally the basic resources for teaching and learning. Therefore, all of the above criteria should be adhered to in their selection.

III. GUIDELINES FOR SELECTING INSTRUCTIONAL MATERIALS - (RCW 28A.58.103)

RCW 28A.58.103 DIRECTORS -- INSTRUCTIONAL MATERIALS -- INSTRUCTIONAL MATERIALS COMMITTEE -- DISPOSITION OF USED OR OBSOLETE MATERIAL. EVERY BOARD OF DIRECTORS, UNLESS OTHERWISE SPECIFICALLY PROVIDED BY LAW SHALL:

RCW 28A.58.103 (1) "PREPARE, NEGOTIATE, SET FORTH IN WRITING AND ADOPT, POLICY RELATIVE TO THE SELECTION OF INSTRUCTIONAL MATERIALS."

Guideline: It is presumed here that school district boards of directors will involve the professional staff charged with both overall and specific responsibility for the selection of instructional materials (in addition to teachers involved in direct utilization of materials in the classroom) in the drafting of this policy.

The word "negotiate" has been legally interpreted to mean that this policy is a negotiable item between the local educational bargaining unit and the local board of directors. It is essential that the board of directors make formal adoption of the selection policy and that instructional materials of all types be included in the selection process.

SUCH POLICY SHALL:

RCW 28A.58.103 (1) (a) "STATE THE SCHOOL DISTRICT'S GOALS AND PRINCIPLES RELATIVE TO INSTRUCTIONAL MATERIALS."

Guideline: The instructional materials selection policy reflects basic factors influencing the nature and scope of collections, such as curriculum trends, innovations in instruction, research in learning, availability of materials and equipment, the increased sophistication of youth, and the rising expectations of teachers and students.

Included in this section of the policy may be the general selection criteria as endorsed by the State Board of Education. Additional specific criteria relating to various categories of instructional materials, e.g., films, ephemeral materials, textbooks, etc., may be included either in this section or as part of the statements of procedures or as addendum to the basic policy statement.

This section should also contain an explanation of the role of instructional materials in the learning and teaching process as implemented through the district's instructional program.

RCW 28A.58.103 (1) (b) "DELEGATE RESPONSIBILITY FOR THE PREPARATION AND RECOMMENDATION OF TEACHERS' READING LISTS..."

Guideline: Here the law assumes that the board will delegate responsibility for the preparation and recommendation of teachers' reading lists to the appropriately trained certificated staff.

While teachers will prepare suggested lists of reading and also all other instructional materials used in their classes, this delegation does not imply final responsibility, which must rest with the board of directors. Along with delegation of responsibility should be a clarification of authority and an indication of the proper lines of communication.

RCW 28A.58.103 (1) (b) "...AND SPECIFY THE PROCEDURES TO BE FOLLOWED IN THE SELECTION OF ALL INSTRUCTIONAL MATERIALS INCLUDING TEXTBOOKS."

Guideline: It is important that the policy include within the proceduresallinstructional materials used in the schools. While different procedures may be followed for various types of materials and less specific or exhaustive criteria applied to transient or temporary types of material, it is important that selection procedures for materials in the learning resources center, textbooks, audio visual materials, (whether owned by the district, borrowed from the educational service district, or rented from some other agency) be spelled out and followed.

The wording of this law intermingles policy and procedural requirements. One method to keep procedural details separate from policy statements is to include a general statement in the policy referring to the procedures, indicating that such procedures have been adopted by the board.

In order to simplify the procedural process, consideration may be given to the adoption of a process of "cerification" verifying that the district policy and procedures have been followed.

RCW 28A.58.103 (1) (c) ESTABLISH AN INSTRUCTIONAL MATERIALS COMMITTEE TO BE APPOINTED, WITH THE APPROVAL OF THE SCHOOL BOARD, BY THE SCHOOL DISTRICT'S CHIEF ADMINISTRATIVE OFFICER. THIS COMMITTEE SHALL CONSIST OF REPRESENTATIVE MEMBERS OF THE DISTRICT'S PROFESSIONAL STAFF, INCLUDING REPRESENTATION FROM THE DISTRICT CURRICULUM DEVELOPMENT COMMITTEES, AND IN THE CASE OF DISTRICTS WHICH OPERATE ELEMENTARY SCHOOLS ONLY, THE EDUCATIONAL SERVICE DISTRICT SUPERINTENDENT, ONE OF WHOSE RESPONSIBILITIES SHALL BE TO ASSURE THE CORRELATION OF THOSE ELEMENTARY DISTRICT ADOPTIONS WITH THOSE OF THE HIGH SCHOOL DISTRICTS WHICH SERVE THEIR CHILDREN.

RCW 28A.58.103 (1) (d) PROVIDE FOR TERMS OF OFFICE FOR MEMBERS OF THE INSTRUCTIONAL MATERIALS COMMITTEE.

Guideline: This committee should be broadly representative of all district curriculum committees, including grades K-12 and, if at all possible, interested citizens and students. It is important that membership on the committee be rotated in order to assure continuity and a variety of input from the educational community. In the case of non-high school districts, it is the responsibility of the local board of directors to request representation from the Educational Service District. If subcommittees or task forces are to be formed to deal with specific related issues these groups should also be provided for in this portion of the policy.

The duties of the instructional materials committee should be outlined in this section and may include functions other than those related only to the selection of materials. For example, this committee might be charged with responsibility for: reviewing all material in regard to sexual and racial bias; developing long range plans and goals for the acquisition of all instructional materials; planning development of the total district wide media program; regular review of all textbooks in use in the district.

RCW 28A.58.103 (1) (e) PROVIDE A SYSTEM FOR RECEIVING, CONSIDERING AND ACTING UPON WRITTEN COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS USED BY THE SCHOOL DISTRICT.

Guideline: This section should be very carefully developed and written in order to provide for the rights of reconsideration and appeal on the part of not only complaints by members of the community, but also the professional teaching staff, administrators and students. Rights and responsibilities of all concerned should be spelled out and timelines specified either in the policy statement here or in an accompanying procedural statement. It is essential that this section and any accompanying forms be directed to not only print materials, but to all types of instructional materials used by the school district. This section of the policy may also include criteria pertinent to the study of controversial issues and materials.

RCW 28A.58.103 (1) (f) PROVIDE FREE TEXTBOOKS, SUPPLIES AND OTHER INSTRUCTIONAL MATERIALS TO BE LOANED TO THE PUPILS AT THE SCHOOL, WHEN, IN ITS BEST JUDGMENT, THE BEST INTERESTS OF THE DISTRICT WILL BE SUBSERVED THEREBY AND PRESCRIBE RULES AND REGULATIONS TO PRESERVE SUCH BOOKS, SUPPLIES AND OTHER INSTRUCTIONAL MATERIALS FROM UNNECESSARY DAMAGE.

Guideline: While the law specifies "free" this portion of the law does not preclude districts form

establishing a deposit fee to be paid by students ensuring against unnecessary damage or loss of materials. It does, however, prohibit students being required to purchase materials necessary for use in their classrooms with certain exceptions.

RCW 28A.58.103 RECOMMENDATION OF INSTRUCTIONAL MATERIALS SHALL BE BY THE DISTRICT'S INSTRUCTIONAL MATERIALS COMMITTEE IN ACCORDANCE WITH DISTRICT POLICY. APPROVAL SHALL BE BY THE LOCAL SCHOOL DISTRICT'S BOARD OF DIRECTORS.

Guideline: This particular portion of the law clarifies the role of the committee as contrasted with the role of the board. It is essential that final approval rest with the board of directors and that any delegation of responsibility be made very specific.

RCW 28A.58.103 DISTRICTS MAY PAY THE NECESSARY TRAVEL AND SUBSISTENCE EXPENSE FOR EXPERT COUNSEL FROM OUTSIDE THE DISTRICT. IN ADDITION, THE COMMITTEE'S EXPENSES INCIDENTAL TO VISITS TO OBSERVE OTHER DISTRICT'S SELECTION PROCEDURES MAY BE REIMBURSED BY THE SCHOOL DISTRICT.

Guideline: While this statement is a permissive, and not a mandatory part of the law, it may be helpful to insert statements relative to expenses incurred in the development of policy or procedural statements, or outside assistance which may be helpful in dealing with problems with specific instructional materials.

RCW 28A.58.103 DISTRICTS MAY, WITHIN LIMITATIONS STATED IN BOARD POLICY, USE AND EXPERIMENT WITH INSTRUCTIONAL MATERIALS FOR A PERIOD OF TIME BEFORE GENERAL ADOPTION IS FORMALIZED.

WITHIN THE LIMITATIONS OF BOARD POLICY, A SCHOOL DISTRICT'S CHIEF ADMINISTRATOR MAY PURCHASE INSTRUCTIONAL MATERIALS TO MEET DEVIANT NEEDS OR RAPIDLY CHANGING CIRCUMSTANCES.

Guideline: The above two permissive statements are intended to allow school districts additional flexibility in the selection and utilization of instructional materials. It is recommended that some specific time limit for use of experimental material be set as well as a definition of "experimental material." Processes for evaluating such materials may be included either in the policy at this point or in accompanying procedural statements.

RCW 28A.58.103 (2) ESTABLISH A DEPRECIATION SCALE FOR DETERMINING THE VALUE OF TEXTS WHICH STUDENTS WISH TO PURCHASE.

Guideline: A prorated depreciation scale should be established to reflect the decreasing value of the material over a specified number of years. Both the estimated physical life of the material and the relevancy and accuracy of the content should be considered as depreciation scales are established.

IV. SPECIFIC EXAMPLE STATEMENTS FROM SELECTED DISTRICT POLICIES PERTAINING TO RCW 28A.58.103

RCW 28A.58.103 (1) (a) "STATE THE SCHOOL DISTRICT'S GOALS AND PRINCIPLES RELATIVE TO INSTRUCTIONAL MATERIALS." Mandatory

EXAMPLE NUMBER ONE:

A student acquires more than skills and knowledges in the course of education. Self images are modified and attitudes toward other persons, races and cultures are shaped. To be sure, the school experience is not the sole force that shapes self-images and attitudes towards others, but in the measure that school does exert this influence, it is essential that the materials it provides foster in the student not only a self-image deeply rooted in the sense of personal dignity, but also the development of attitudes grounded in respect for and understanding of the diversity of American society. In order to implement the goals of this educational program, the Board of Directors of _____ School District have adopted the following statements of criteria for selection of all instructional materials used in the district as endorsed by the State Board of Education on December 6, 1974:

EXAMPLE NUMBER TWO:

The _____ School District espouses the following educational goals for each student:

The development of effective thinking
The cultivation of useful work habits and study skills
The inculcation of positive social attitudes
The acquisition of a wide range of significant interests
The development of social sensitivity
The development of increased appreciation of music, art, literature and aesthetic experiences
The development of better personal-social adjustments
The acquisition of important information
The development of physical and mental health
The development of a consistent, positive philosophy of life.

Therefore, the development of teachers' reading lists and the selection of textbooks, library books and other instructional materials shall be guided by the following principles:

1. Freedom to read is an inherent right and a necessity in a democratic society.

2. Teachers' reading lists, textbooks, library books, and other instructional materials should enrich and support the curriculum and help the pupil improve his powers of discrimination and his quality of choices.

3. Any book or instructional material should be competently chosen with reference to its appropriateness within the context of a particular program, its readability both in structure and content for a given pupil or group of pupils and its service to good taste and common sense.

RCW 28A.58.103 (1) (b) "DELEGATE RESPONSIBILITY FOR THE PREPARATION AND RECOMMENDATION OF TEACHERS' READING LIST..." Mandatory

EXAMPLE NUMBER ONE:

The _____ Board of Directors of _____ School District is legally responsible for all matters relating to the operation of _____ schools.

The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the school system.

Selection of materials involves many people; principals, teachers, supervisors and media specialists. The responsibility for coordinating the selection of instructional materials and making the recommendation for purchase rests with the professionally trained media personnel.

EXAMPLE NUMBER TWO:

In accordance with the above policy, the Board of Directors of the _____ Schools, delegates through the Superintendent of Schools, the authority to select all types of instructional materials to the appropriate offices and committees; all materials shall be selected by the district's professional personnel in consultation with others who are competent to advise in their respective fields.

RCW 28A.58.103 (1) (b*) "...AND SPECIFY THE PROCEDURES TO BE FOLLOWED IN THE SELECTION OF ALL INSTRUCTIONAL MATERIALS INCLUDING TEXTBOOKS." Mandatory

EXAMPLE NUMBER ONE:

The selection of materials for the schools of the district is hereby delegated to the professionally trained personnel employed by the district, subject to prior review and approval by the board of directors. This selection and screening of all materials shall be a continuing and cooperative process in which both administrators and teachers participate.

The professional staff is expected to use professional judgment in the selection of materials. Care should be exercised in assuring that the materials are appropriate for the age and maturity levels of the students, for the objectives of the course and in good taste relative to the values of a pluralistic society.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides. Aids which meet these standards would include the publications of various professional organizations in specialized subject areas.

Persons who are recognized authorities in the field should also be consulted as guides.

Evaluation of the experimental use of materials should be used as a guide.

Wherever possible, materials should be examined before purchase. This shall be mandatory in the case of materials intended for district-wide use.

The authority to prepare recommended lists of instructional materials for the respective classes is vested in each teacher. Such lists will be presented within the context of a particular instructional program and may contain required or suggested reading. The teacher shall present to the principal for his information, copies of the prepared lists including the authors and/or producers and titles of all items.

EXAMPLE NUMBER TWO:

The classroom teacher has prime responsibility for preparation of instructional materials lists, which are defined as a list of supplementary materials used by students in a particular class or department, and are in addition to the basic texts of instruction. Such lists shall include only those materials appropriate to the interests, needs, or maturity levels of the students.

Any instructional materials placed on such lists shall be available in sufficient quantity to meet the reasonable needs of the students. Copies of such lists shall be available, as developed, in the school and in the district curriculum office. New materials that are not included on the lists may be used between revisions when approved by the department chairman and/or principal.

RCW 28A.58.103 (1) (c) ESTABLISH AN INSTRUCTIONAL MATERIALS COMMITTEE TO BE APPOINTED, WITH THE APPROVAL OF THE SCHOOL BOARD, BY THE SCHOOL DISTRICT'S CHIEF ADMINISTRATIVE OFFICER. THIS COMMITTEE SHALL CONSIST OF REPRESENTATIVE MEMBERS OF THE DISTRICT'S PROFESSIONAL STAFF, INCLUDING REPRESENTATION FROM THE DISTRICT CURRICULUM DEVELOPMENT COMMITTEES, AND IN THE CASE OF DISTRICTS WHICH OPERATE ELEMENTARY SCHOOLS ONLY, THE EDUCATIONAL SERVICE DISTRICT SUPERINTENDENT, ONE OF WHOSE RESPONSIBILITIES SHALL BE TO ASSURE THE CORRELATION OF THOSE ELEMENTARY DISTRICT ADOPTIONS WITH THOSE OF THE HIGH SCHOOL DISTRICT WHICH SERVE THEIR CHILDREN. Mandatory

RCW 28A.58.103 (1) (d) PROVIDE FOR TERMS OF OFFICE FOR MEMBERS OF THE INSTRUCTIONAL MATERIALS COMMITTEE. Mandatory

EXAMPLE NUMBER ONE:

INSTRUCTIONAL MATERIALS SELECTION COMMITTEE

a. Permanent members of the Instructional Materials Selection Committee shall be:

   1) Director of curriculum - Co-chairperson
   2) Director of instructional materials and libraries - Co-chairperson
   3) Professional association representative.

b. These shall be joined by the following temporary members:

   1) Librarian (familiar with materials being considered)
   2) Coordinator (involved with the materials)
   3) Principal (from school of appropriate level)
   4) A classroom teacher representative with special competency and knowledge
   5) Professional association representative with special competency and knowledge, appointed from list provided by the Association.

c. The temporary personnel will be appointed by the Co-chairpersons.

d. A rotation of membership will be established to assure carry-over in the committee makeup. Temporary members shall be appointed for two-year terms. To establish the rotation of membership, half the temporary members will be appointed for three years initially, and then two years thereafter.

e. This committee shall have the responsibility for reviewing and recommending the instructional materials which will be used in the district.

f. The Instructional Materials Selection Committee shall report to the Deputy Superintendent of Instruction who shall submit the recommendation to the Superintendent of Schools for submission to the Board of Directors.

g. Materials considered for use in school libraries are to be reviewed by appropriate professional staff. Materials recommended are to be submitted to the Instructional Materials Committee through the Director of instructional materials and libraries.

h. The committee's recommendations to the Board for approval of purchases shall follow usual administrative channels.

i. Materials recommended by the Committee are to be listed on a master title file from which schools may select materials.

EXAMPLE NUMBER TWO:

INSTRUCTIONAL MATERIALS COMMITTEE

a. An Instructional Materials Committee shall be appointed by the Superintendent with the approval of the Board of Directors.

b. Permanent members of this Committee shall be the Director of Instructional Materials, who shall act as chairperson; the Director of Curriculum, ESD Superintendent (for non-high districts).

c. The Board of Directors shall be represented on the Committee by a member of the Board appointed annually by the chairperson of the Board.

d. Nonpermanent members of the Committee shall be as follows:

(1) One elementary principal
(2) One junior high principal or vice-principal
(3) One senior high principal or vice-principal
(4) Eight classroom teachers representative of different schools and grade levels.

Terms of nonpermanent members shall be two years, with six members appointed one year, five the next.

e. Duties of the Instructional Materials Committee shall be:

(1) To receive and coordinate recommendations from the subject area committees
(2) To establish priorities for purchase with available funds
(3) To deal with problems and questions which arise concerning instructional materials
(4) To serve as an advisory body to the Instructional Materials Department
(5) To refer items of concern in the area of instructional materials to the Superintendent and the Board of Directors.

Subject Area Committee

a. Subject area committees shall be appointed by the Assistant Superintendent for Instruction in each of the following areas: art, conservation education, English, foreign language, mathematics, music, physical education, reading, science, social studies, vocational and occupational education.

(1) The curriculum coordinator in each area shall serve as the chairperson of that committee, which shall include four teachers with special competency in the subject area, and one librarian.

(2) The chairperson of each subject area committee may appoint temporary subcommittees to examine specific material.

b. Ad hoc committees may be appointed by the Assistant Superintendent for Instruction to examine materials in areas where there is no curriculum coordinator, or where several subject areas are concerned. Each ad hoc committee shall include at least four teachers and one librarian.

c. Duties of the subject area committees shall be:

(1) To examine new materials and to make recommendations concerning their purchase and use
(2) To keep up-to-date the list of adopted textbooks in the subject area, and to recommend the adoption of experimental texts
(3) To recommend priorities for purchase of materials
(4) To develop lists of recommended supplementary materials for the guidance of librarians and teachers.
(5) To study and make recommendations concerning challenged materials referred to the committee.

d. Each subject area committee shall meet at least twice a year.

Instructional Materials Department

This Department shall have the following responsibilities in connection with the Instructional Materials Committee and the subject area committees:

a. To provide copies of professionally prepared lists for committee use
b. To order materials for preview or study by area committees
c. To coordinate the work of the area committees and the Instructional Materials Committee
d. To maintain a record of decisions concerning materials, and make decisions known to district personnel
e. To refer challenged materials for committee decision, and to record such decisions and initiate appropriate action
f. To circulate lists of recommended materials developed by subject area committees
g. To schedule and publicize Instructional Material Committee meetings and to assist subject area committee chairpersons in scheduling meetings and preparing materials for examination

RCW 28A.58.103 (1) (e) PROVIDE A SYSTEM FOR RECEIVING, CONSIDERING AND ACTING UPON WRITTEN COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS USED BY THE SCHOOL DISTRICT. Mandatory

PROCEDURE FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

1. Citizens of the _____ School District may register their criticism of instructional materials with school authorities by means of the Citizen's Request for Reconsideration of Instructional Materials.

2. The school directors, through the administrators of the District, will appoint a committee of school personnel to re-evaluate the materials being questioned and to make recommendations concerning them.

   a. The use of questioned instructional materials shall not necessarily be discontinued, but shall be subjected to an immediate review. The review of questioned materials should be treated objectively and as important routine action. Every effort should be made to meet with persons or groups questioning these materials to consider their objections.

   b. Questioned materials shall immediately be read and re-evaluated, with the specific objections in mind, by a committee composed of the school principal, the curriculum director, one other administrator, one classroom teacher, and one other person chosen by the school principal to make a committee of five. The report of this Re-evaluation Committee should be completed as rapidly as possible, and submitted to the complainant.

3. The decision of the Committee may be appealed by the complainant to the Superintendent of Schools.

   a. The Superintendent shall appoint a special committee of five, consisting of one school board member, one school administrator, and three other members.

   b. The purpose of this Review Committee shall be to determine whether the Re-evaluation Committee has followed the proper procedure.

   c. The Superintendent shall convey the findings of the Review Committee to the complainant.

4. Hearings of citizens' request for reconsideration shall be open to the public. The Committee shall consider all reasonable matters presented. Decisions shall be by majority vote of the Committee. Decisions of the Committee shall be delivered to the complainant and affected staff members in writing within ten (10) days.

RCW 28A.58.103 (1) (f) PROVIDE FREE TEXTBOOKS, SUPPLIES AND OTHER INSTRUCTIONAL MATERIALS TO BE LOANED TO THE PUPILS AT THE SCHOOL, WHEN, IN ITS BEST JUDGMENT, THE BEST INTERESTS OF THE DISTRICT WILL BE SUBSERVED THEREBY AND PRESCRIBE RULES AND REGULATIONS TO PRESERVE SUCH BOOKS, SUPPLIES AND OTHER INSTRUCTIONAL MATERIALS FROM UNNECESSARY DAMAGE. Mandatory

EXAMPLE NUMBER ONE:

It is the policy of the _____ School Board to provide free of charge to each pupil such textbooks and supplies as are necessary to assure optimum classroom learning. Provided, however, that each pupil shall be required to exercise reasonable care in the use of such materials.

EXAMPLE NUMBER TWO:

It will be the responsibility of the professional staff to maintain the records necessary for proper accounting of all instructional materials and to set forth conditions for student replacement of lost or badly damaged materials. Free textbooks and other instructional materials are made available for loan to students. Instructional materials which are required shall be furnished by the school district.

RCW 28A.58.103 RECOMMENDATION OF INSTRUCTIONAL MATERIALS SHALL BE BY THE DISTRICT'S INSTRUCTIONAL MATERIALS COMMITTEE IN ACCORDANCE WITH DISTRICT POLICY. APPROVAL SHALL BE BY THE LOCAL SCHOOL DISTRICT'S BOARD OF DIRECTORS. Mandatory

The district Instructional Materials Committee shall periodically recommend to the Board of Directors the purchase of instructional materials, and shall prepare annually a summary of long range curricular materials needs. Approval of all instructional materials shall be by formal board action.

RCW 28A.58.103 DISTRICTS MAY PAY THE NECESSARY TRAVEL AND SUBSISTENCE EXPENSE FOR EXPERT COUNSEL FROM OUTSIDE THE DISTRICT. IN ADDITION, THE COMMITTEE'S EXPENSES INCIDENTAL TO VISITS TO OBSERVE OTHER DISTRICT'S SELECTION PROCEDURES MAY BE REIMBURSED BY THE SCHOOL DISTRICT. Permissive

RCW 28A.58.103 DISTRICTS MAY, WITHIN LIMITATIONS STATED IN BOARD POLICY, USE AND EXPERIMENT WITH INSTRUCTIONAL MATERIALS FOR A PERIOD OF TIME BEFORE GENERAL ADOPTION IS FORMALIZED. Permissive

WITHIN THE LIMITATIONS OF BOARD POLICY, A SCHOOL DISTRICT'S CHIEF ADMINISTRATOR MAY PURCHASE INSTRUCTIONAL MATERIALS TO MEET DEVIANT NEEDS OR RAPIDLY CHANGING CIRCUMSTANCES. Permissive

EXAMPLE NUMBER ONE:

TRIAL USE OF MATERIALS

Students, parents, teachers, consultants, administrators, and curriculum committees may indicate a need for specific instructional materials. However, formal recommendations for the trial use of instructional materials will be made to the Administrator for Instruction by the appropriate Building Instructional Materials Committee, by personnel in the Department of Instruction, or by ad hoc curriculum committees appointed by the District Instructional Materials Committee.

Recommendations for trial use of instructional materials should be made in writing to the principal on the "Instructional Materials TRIAL USE Request Form." If approved, the form will be forwarded to the Administrator for Instruction for final approval.

If the new materials are approved for trial use by the Administrator for Instruction, they should then be placed on the "TRIAL USE" list by the appropriate building administrator.

At the end of the trial period, the appropriate Building Instructional Committee, ad hoc Curriculum Committee or Instructional Department personnel shall submit evaluations to the Instructional Materials Committee recommending addition to or exclusion from the Approved List. These evaluations shall include a professional judgment as to the value of the material, statements comparing the trial materials to other materials already in use, and comments by the building principal when appropriate. Depending on the circumstances, the Instructional Materials Committee may refer requests to an ad hoc curriculum committee for further recommendations.

RCW 28A.58.103 (2) ESTABLISH A DEPRECIATION SCALE FOR DETERMINING THE VALUE OF TEXTS WHICH STUDENTS WISH TO PURCHASE. Mandatory

EXAMPLE NUMBER ONE:

DAMAGED OR LOST MATERIALS

1. Except for normal wear, all textbooks furnished for student use must be returned in good condition when called for by the instructor of the course.

2. Students shall pay the price of any lost or damaged book furnished by the school district to the students.

3. Depreciation Scale

   a. Hardback texts will be depreciated proportionately (20% per year) over a five-year period.

   b. Paperback materials may be depreciated within one-year period of time, depending upon the extent of usage during that year.

EXAMPLE NUMBER TWO:

The maintenance of careful records of all instructional materials within the building or program is the responsibility of the building principal, his (her) representative, or the program director in cooperation with the Building or Program Committee.

The school board of the _____ Public School shall adopt and periodically update a cost depreciation scale for district materials and a policy which outlines the procedure for the disposition of obsolete and/or unusable materials.

V. INSTRUCTIONAL MATERIALS SELECTION POLICY CHECK LIST

All of the following elements are required in order for your district's policy to be in compliance with the law.

RCW 28A.58.103 requires the Board of Directors to:

Prepare, negotiate, set forth in writing and adopt policy relative to the selection of instructional materials.

Such Policy Shall:

_____ State the school districts goals and principles relative to instructional materials. RCW 28A.58.103 Sec. (1) (a).

_____ Contain a specific statement requiring the elimination of sex bias in all instructional materials. RCW 28A.85.020 Sec. (5) WAC 392-190-055 Sec. (2).

_____ Contain appropriate screening criteria designed to identify and eliminate sex bias in all instructional materials. WAC 392-190-055 Sec. (3).

_____ Delegate responsibility for the preparation and recommendation of teachers' reading lists and specify procedures to be followed in the selection of all instructional materials including text books. RCW 28A.58.103 Sec. (1) (b).

_____ Establish an instructional materials committee. RCW 28A.58.103 Sec. (1) (c). This Committee shall:

_____ Consist of representative members of the district's professional staff including representation from the district's curriculum development committee.

_____ (Non-high school districts only) Educational Service District Superintendent on selection committee.

_____ Provide for terms of office of the committee members. RCW 28A. 58.103 Sec. (1) (d).

_____ Provide a system for acting upon written complaints. RCW 28A. 58.103 Sec. (1) (e).

_____ Evaluate contested teaching materials in public hearing. RCW 28A.58.758 Sec. (2) (f).

_____ Provide for the free loan of instructional materials. RCW 28A. 58.103 Sec. (1) (f).

_____ Recommendation of materials to board from instructional materials committee. RCW 28A.58.103. Sec. (1) (f) (Paragraph 2)

_____ Approval of materials by board action. RCW 28A.58.103 Sec. (1) (f) (Paragraph 2)

_____ Depreciation scale for texts for sale to students. RCW 28A. 58.103 Sec. (2).

_____ Offer materials for purchase by requesting private schools. RCW 28A.02.110.

VI. RESPONSIBILITIES OF SELECTION PROCEDURE PARTICIPANTS

Instructional Materials Selection Committee Members

IMSC members will:

1. Elect chairperson and secretary at first meeting and set dates for October meetings.
2. Study and periodically review the Handbook for Instructional Materials and Adoption.
3. Attend committee meetings.
4. Assist in the identification of program goals, objectives, criteria and needed instructional materials.
5. Review all materials displayed by textbook representatives at professional meetings.
6. Attend publishers' hearing in January.
7. Study all submitted materials carefully. Secure reactions from students and from colleagues who will be expected to use materials.
8. Complete evaluation of material and submit to chairperson or secretary, giving rationale for selection or rejection.
9. Use numbered ballot to vote on materials; bring ballot and recommendations to final meeting. Sign official register.
10. Consider ways of familiarizing all teachers in the represented adoption areas with the newly adopted materials. When recommending materials for adoption, it is hoped that each selection committee will indicate their suggestions for presenting the new materials to teachers in that subject. This might be done through a bulletin or by having someone from the selection committee appear before a meeting of the teachers.

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RESPONSIBILITIES OF SELECTION PROCEDURE PARTICIPANTS

Chairperson

Committee chairperson will:

1. Elect or appoint a secretary to assist in arranging meetings, printing needed materials such as criteria forms and preparing final letter of recommendation. Clerical help should be obtained through the office of the supervisory representative.

2. Keep register of committee members present at all meetings.

3. Call and chair committee meetings including the publishers' hearing and final voting meeting.

4. Explore with IMSC members recent changes in subject field, help them identify program objectives, and develop written criteria against which materials must be judged.

5. Furnish to assistant superintendent, during the first week in January, a list of materials to be reviewed at the publishers' hearing.

6. Conduct meeting on day of publishers' hearing. Be responsible for securing:

   a. Signatures of publishers' representatives as they make their presentations

   b. Signatures of committee members present

   These lists should be submitted to the assistant superintendent (via the curriculum director or supervisor) immediately following the hearing.

7. One week prior to voting date, submit to assistant superintendent the following information.

   a. List of materials on which a vote is to be taken (refer to Procedures for Instructional Materials Adoption, p. 12, Ballot Section and item number 1 under Voting Procedures)
   b. Decision of committee regarding multiple adoption (refer to item number 3 under Voting Procedures)
   c. Date, time and location of meeting

8. Open and tabulate ballots. (The Advisory Board representative and the assistant superintendent, or a representative, must be present at the time of voting.)

9. Destroy all ballots in presence of committee after tabulation is completed.

10. Submit to assistant superintendent the results of balloting, official register and the committee's recommendations. The recommendation shall be in writing, and signed by the chairperson, the subject area supervisor and the representative of the Teachers' Advisory Board. The recommendations should follow the form suggested below, giving the data in the order outlined:

Responsibilities of Committee Chairperson

a. Publisher
b. Title and subtitle
c. Author(s)
d. Copyright date
e. Edition (and/or variant)
f. Teachers' editions, manuals and supplemental materials
g. Net prices for textbooks and other instructional materials
h. Statement guaranteeing the period net prices will be in effect
i. Conditions under which older editions and other instructional materials will be accepted in trade

11. Enclose with the letter of recommendation a list of the other materials studied, giving the title, author and publisher of each.

12. Work with subject area supervisor to make sure a set of recommended materials and publishers' catalogs are available in school administration office.

13. Send a survey to all schools to obtain information for ordering the adopted materials. (Forms for conducting this survey will be provided by the Office of Instructional Media.)

14. Meet with the Supervisor of Instructional Media and subject area supervisors to discuss:

a. Bibliographic accuracy
b. Peripheral materials such as AV materials, test packages and teacher editions
c. The survey of all teachers expected to teach the course(s) in question
d. Price information and other data needed for the final report. Chairpersons must keep in mind the requirement for submitting prices and contractual information to the assistant superintendent when the final decision is made

15. Recommend plans for in-servicing teachers to adopted materials.

RESPONSIBILITIES OF SELECTION PROCEDURE PARTICIPANTS

Committee Secretary

IMSC secretary will:

1. Assist in arranging meetings.
2. Send meeting notices to all members including ex officio members.
3. Take minutes and provide copies to committee members and ex officio members.
4. Prepare copies of program objectives developed by committee.
5. Assist in printing needed materials such as criteria forms.
6. Assist in preparation of final letter of recommendation.

Subject Area Supervisors

Subject area supervisors will:

1. Arrange for piloting of materials and evaluation of the piloting process in the year prior to the selection of the committee.
2. Assist in organizing committee's activities.
3. Facilitate the clerical help needed by the committee.
4. Help IMSC members to become acquainted with trends, changes and needed directions in that field.
5. Aid in identifying program objectives.
6. Provide needed resources for study.
7. Assist committee in drawing up criteria for study.
8. Serve as liaison person to publishers' representatives if additional information or explanation of materials is needed beyond that furnished at publishers' meeting.
9. Inform company and/or its representative if instructional materials submitted by a publisher are no longer being considered by a selection committee.
10. Work with chairperson and TAB member to facilitate the total selection procedures.
11. Assist chairperson in implementing the final ordering procedures.

RESPONSIBILITIES OF SELECTION PROCEDURE PARTICIPANTS

Supervisor for Instructional Media

The Supervisor for Instructional Media will:

1. Talk to the selection committees at one of their early meetings about:
   a. Bibliographic accuracy
   b. Problems associated with peripheral materials such as audio-visual aids, test packages, and teacher editions
   c. Obtaining price and publication guarantees from publishers before adoptions are made
   d. Survey teachers to determine the needed quantity of each proposed adoption.
2. Continue to work with committees regarding the preceding elements--as needed.
3. Help arrange for assistance from media and materials specialists.
4. Help committees construct the final survey form, compile cost data, and prepare budget requests to cover recommended purchases.
5. Compile and distribute complete lists of officially adopted materials.

Teachers' Advisory Board Members

A member of the Teachers' Advisory Board shall serve on each committee in an ex officio capacity.

1. Preside at the first meeting of the committee until a chairperson is selected.
2. Be present on the day of the publishers' hearing in January.
3. Attend meetings of the committee for the purpose of assisting the committee in its deliberations.
4. Be present at the IMSC meeting at which voting will take place to insure that all required procedures are fulfilled.
5. Sign the letter in which committee recommendations are forwarded to the appropriate assistant superintendent.

RESPONSIBILITIES OF SELECTION PROCEDURE PARTICIPANTS

Assistant Superintendents

Assistant Superintendents or representatives will:

1. Conduct surveys in subject areas to determine if teachers think adoption should be considered.
2. Solicit names of persons to serve on committee.
3. Submit names to Teachers' Advisory Board for their consideration.
4. Notify all publishers of impending changes in adopted materials.
5. Schedule and conduct organizational meeting of IMSC members.
6. Provide Handbook for Instructional Materials Selection and Adoption for IMSC members.
7. Receive response letters, catalogs and/or annotated bibliographies from publishers.
8. Receive lists of materials to be considered a the January publishers' hearing.
9. Arrange for hearing with publishers' representatives.
10. Arrange for a drawing to determine the order of presentations on the day of the hearing. (A publishers' representative will assist with the drawing.)
11. Send reminder notices at appropriate times.
12. Receive lists of materials and schedule of meeting dates for final voting process.
13. Prepare ballots for voting.
14. Receive results of balloting, official register and attendant recommendations.
15. Prepare adoption recommendations for superintendent.
16. Facilitate the in-servicing of teachers to new materials.

VII. (A) HANDLING CHALLENGES IN A PROFESSIONAL WAY

To assist districts in taking a "pro-active" stance against textbook challengers, the following suggestions are given for their consideration.

1. Up-date your instructional materials selection policy regularly to reflect current legislation, including avenues for parental involvement.

2. Follow your policy when a challenge occurs and document all procedures step by step.

3. Log all telephone inquiries regarding challenges for future reference. You may begin to see patterns in either the nature of the challenges or groups making the inquiries.

4. Develop a plan of action for handling challenges before you get one! Identify who will have the operating responsibility and how you will receive the complaint at the various entry levels--teacher, district and Board.

5. Inservice all staff in the textbook selection process. Emphasis should be given to the learning objectives being met by the material and the district's criteria for selection. A standard form for evaluating textbooks is a valuable tool for gathering data and documenting the decision-making process.

6. Recognize that textbook challenges may be only a symptom of community unrest. Formal challenges are more frequent prior to school board elections and school levies.

7. Maintain good communication with your community. Inform them about what is being taught and why. Take advantage of the media available for disseminating this information on a regular basis.

8. Set ground rules for handling public hearings should you receive a formal challenges that reachers the Board level. Ask everyone who requests to speak to the defense of a position to sign in at the meeting. It has not been uncommon to find citizens from either out of town or out of state at challenge hearings.

9. Keep a positive perspective. Challenges are legitimate actions for parents to take when they are concerned about a textbook. Build on constructive criticism and recognize that challenges do not always represent a majority in the community.

10. Inform your board members immediately when a formal challenge occurs. Indicate the nature of the complaint and review the procedures to be followed.

11. Know your appropriate role in the challenge process and follow protocol. This means everyone! Challenges get "messy" when any one group takes the liberty to abort the process. Many a book or film has been challenged in the press before any judgement could be rendered by a district committee.

12. Provide alternative titles for meeting course objectives in areas where challenges are more likely to occur. Having a suggested reading list with a balance of character types and themes can help to alleviate parental concern. Sometimes these lists are mailed home in advance to give parents an opportunity to help their child with required reading activities.

13. Keep the material under question on the shelf in the library or in use until the formal process has been completed. To remove a book or film prior to the completion of the review, jeopardizes other staff members who may be using the material in the classroom with success.

Lois L. White
Coordinator, Instructional Materials
Issaquah School District

VII (B) EIGHT CATEGORIES OF CHALLENGES

1. Sex

Brave New World, East of Eden, Flowers for Algernon, Manchild in the Promised Land, My Darling My Hamburger, 1984, Of Mice and Men, The Pigman

2. Politics or An Attack on the American Dream

Animal Farm, One Flew Over the Cuckoo's Nest, The Population Bomb Future Shock, Johnny Got His Gun, Custer Died for Your Sins, I'm Really Dragged But Nothing Gets Me Down

3. War and Peace

Alas Babylon, A Bell for Adano, Hiroshima, For Whom the Bell Tolls, Paths of Glory, All Quiet on the Western Front

4. Religion

Chariots of the Gods, Grapes of Wrath, Jesus Christ Superstar, Rosemary's Baby, Slaughterhouse-Five, The Summer of '42, The Bible, The Loved One

5. Sociological and Racial

The Adventures of Huckleberry Finn, The Autobiography of Malcolm X, Black Like Me, Invisible Man, The Learning Tree, Red Sky at Morning, Soul on Ice, To Kill a Mockingbird, Little Black Sambo, Charley and the Chocolate Factory

6. Language

Bless the Beasts and the Children, the Canterbury Tales, Catch-22, Catcher in the Rye, Death of a Salesman, Go Tell It on the Mountain, The Ox-Bow Incident

7. Drugs

Go Ask Alice, Turned Out, That Was Then This Is Now

8. Inappropriate Adolescent Behavior

Diary of a Young Girl (Anne Frank), Mr. and Mrs. Bo Jo Jones, The Outsiders, Bonnie Jo Go Home, Freaky Friday

From Theory into Practice 14:186-94 June 1975, "Censorship: Some Issues and Problems" by Ken Donelson.

VII (C) ORGANIZATIONS OR PERIODICALS CONCERNED WITH SCHOOL TEXTBOOKS AND TEACHING METHODS

America's Future, Inc.
542 Main Street
New Rochelle, NY 10802

The John Birch
Society Bulletin
395 Concord Avenue
Belmont, MA

Church League of America
422 N. Prospect Street
Wheaton, IL 60187

Citizens Coalition
P.O. Box 1765
Albany, NY 12201

The Citizens Committee of
California, Inc.
1110 S. Pomona Avenue
Fullerton, CA 92632

Council for Basic Education
725 Fifteenth Street N.W.
Washington, D.C. 20002

Educational Research
Analysts, Inc.
P.O. Box 7518
Longview, TX 75601

Frederick County
Civic Federation
Frederick, MD 21701

The Heritage Foundation
513 C Street N.E.
Washington, D.C. 20002

Let's Improve Today's
Education (LITE)
9340 W. Peoria Avenue
Peoria, AZ 85345

The Barbara M. Morris Report
P.O. Box 416
Ellicott City, MD 21043

The National Educator
P.O. Box 333
Fullerton, CA 92632

National Educator's Fellowship, Inc.
P.O. Box 243
South Pasadena, CA 91030

National Assoc. of Professional Educators
223 Thousand Oaks Boulevard, Suite 425
Thousand Oaks, CA 91360

The Network of Patriotic
Letter Writers
Box 20031
Pasadena, CA 91105

Parents of Minnesota, Inc.
P.O. Box 118
St. Paul Park, MN 55071

Parents Rights, Inc.
12571 Northwinds Drive
St. Louis, MO 63141

Santa Clara County Citizens
Action Committee Opposing
FLE (Family Life Education)
San Jose, CA 95125

The Phyllis Schlafly Report
Box 618
Alton, IL 62002

Reading Reform Foundation
7054 East Indian School Road
Scottsdale, AZ 85251

TAX FAX
The Independent American
P.O. Box 636
Littleton, CO 80120

The Truth, Inc.
3400 W. Michigan
Milwaukee, WI 53208

Young Parents Alert
P.O. Box 15
Lake Elmo, MN 55042

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Kuh, Richard H. FOOLISH FIGLEAVES? Macmillan Co., 1967.

McClellan, Grant S. CENSORSHIP IN THE UNITED STATES. H.W. Wilson Co., 1967.

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Norwick, Kenneth P. LOBBYING FOR FREEDOM: A CITIZEN'S GUIDE TO FIGHTING CENSORSHIP AT THE STATE LEVEL. St. Martin's Press, 1975.

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OFFICE OF THE ATTORNEY GENERAL
SLADE GORTON ATTORNEY GENERAL
TEMPLE OF JUSTICE OLYMPIA, WASHINGTON 98504

DISTRICTS--SCHOOLS--RULES OF PROCEDURE--EVALUATION OF TEACHING MATERIALS BY SCHOOL BOARDS

(1) Evaluations of teaching materials by a school district in public hearing pursuant to RCW 28A.58.758(2)(f) may be conducted either by the school board or by the administrative staff of a school district.

(2) RCW 28A.58.758(2)(f) and RCW 28A.58.103(1)(e) do not provide alternative means for processing complaints registered by parents, guardians or custodians of students with respect to teaching materials deemed by them to be objectionable.

(3) Films used for teaching purposes are included within the term "teaching materials" as used in RCW 28A.58.758(2)(f).

(4) The legislature has not prescribed any particular rules of procedure to govern the conduct of an evaluation of teaching materials in public hearing pursuant to RCW 28A.58-.758(2)(f); instead, each school district board of directors should be viewed as having the power to establish its own rules of procedure within the confines of judicially approved standards.

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September 26, 1979

Honorable Kent Pullen
State Senator, 47th Dist.
22844 172nd Avenue S.E.
Kent, Washington 98031

Cite as:
AGO 1979 No. 18

Dear Sir:

By letter previously acknowledged you requested the opinion of this office on several questions involving the processing by a school district of complaints regarding teaching materials. We paraphrase your questions as follows:

(1) Does RCW 28A.58.758(2)(f) require a school board to conduct an evaluation of teaching materials in public hearing or may the evaluation be conducted by the administrative staff of the school district?

(2) Does RCW 28A.58.758(2)(f) require that the evaluation of teaching materials in the case of complaints by parents take place in public hearing or, instead, may an alternative system of evaluation be adopted by a school board pursuant to RCW 28A.58.103(1)(e)?

(3) Are films used for teaching purposes included within the term "teaching materials" as it is used in RCW 28A.58.758(2)(f)?

(4) What rules of procedure govern the conduct of an evaluation of teaching materials in public hearing pursuant to RCW 28A.58.758(2)(f)?

We answer your first, second and fourth questions as set forth in our analysis and your third question in the affirmative.

ANALYSIS

Both of the statutory provisions referenced by your questions address the duty of a school district board of directors to assure that complaints regarding teaching or instructional materials are considered and acted upon. First to be enacted was RCW 28A.58.103 which provides, in pertinent part, as follows:

"Every board of directors, unless otherwise specifically provided by law, shall:

"(1) Prepare, negotiate, set forth in writing and adopt, policy relative to the selection of instructional materials. Such policy shall:

". . .

"(e) Provide a system for receiving, considering and acting upon written complaints regarding instructional materials used by the school district;

". . . ."

This provision, in its present form, dates back to the recodification of the Education Code, Title 28A RCW, in 1969. Later, however, in 1977 the legislature expanded upon the duty of school boards, in connection with complaints regarding teaching materials, through its enactment of RCW 28A.58.758(2)(f) as part of The Washington Basic Education Act of 1977.1/ This statute reads, in pertinent part, as follows:

> "(1) It is the intent and purpose of this section to guarantee that each common school district board of directors, whether or not acting through its respective administrative staff, be held accountable for the proper operation of their district to the local community and its electorate. In accordance with the provisions of Title 28A RCW, as now or hereafter amended, each common school district board of directors shall be vested with the final responsibility for the setting of policies ensuring quality in the content and extent of its educational program and that such program meet the individual and collective needs of the particular students enrolled therein.
>
> "(2) In conformance with the provisions of Title 28A RCW, as now or hereafter amended, it shall be the responsibility of each common school district board of directors, acting through its respective administrative staff, to:
>
> ". . .
>
> "(f) Evaluate teaching materials, including text books, teaching aids, handouts, or other printed material, in public hearing upon complaint by parents, guardians or custodians of students who consider dissemination of such material to students objectionable.
>
> ". . . ."

1/ Chapter 359, Laws of 1977, 1st Ex. Sess.

It is at once apparent that these two statutory provisions compliment each other, rather than conflict. Prior to September 1, 1978,[2/] each school district was impressed with the duty to develop a system of its own design for the purpose of considering and acting upon complaints regarding teaching or instructional materials. The effect of the 1977 Basic Education Act, in turn, was to require that such previously developed complaint processing systems provide for the evaluation of teaching materials in public hearing in those cases which involve complaints registered by parents, guardians or custodians of students.

We now turn to the questions you have posed.

Question (1):

First you have asked:

> Does RCW 28A.58.758(2)(f) require a school board to conduct an evaluation of teaching materials in public hearing, or may the evaluation be conducted by the administrative staff of the school district?

RCW 28A.58.758(1) provides it is the intent and purpose of the statute to hold each school board accountable to the public "whether or not acting through its respective administrative staff." The legislature has thus said, in effect, that a school board is to be accountable for its direct actions and for its indirect actions taken by the district's administrative staff in behalf of the board.

The distinction between the actions of a school board and the actions of a board's agents (e.g., administrative staff members) is also recognized in subsection (2) of RCW 28A.58.758 which imposes the requirement of evaluations in public hearing. In this respect, RCW 28A.58.758(2) prefaces the requirement in subpart (f) with ". . . it shall be the responsibility of each common school district board of directors, acting through its respective administrative staff, to: . . ." (emphasis supplied). There thus appears to be no plausible basis for concluding that the legislature intended that the school board itself must actually conduct all of the evaluations called for by the law. And, therefore, our direct answer to your first question is that

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2/ The effective date of RCW 28A.58.758.

the evaluations of teaching materials in public hearing pursuant to RCW 28A.58.758(2)(f) may be conducted either by the school board or by the administrative staff of a school district.

Question (2):

Next you have inquired as follows:

> Does RCW 28A.58.758(2)(f) require that the evaluation of teaching materials in the case of complaints by parents take place in public hearing, or, instead, may an alternative system of evaluation be adopted by a school board pursuant to RCW 28A.58.103(1)(e)?

We find no basis for concluding that RCW 28A.58.758(2)(f) and RCW 28A.58.103(1)(e) provide alternative means for processing complaints registered by parents, guardians or custodians of students. As we noted initially, the two statutes compliment each other rather than conflict. RCW 28A.58.758(2)(f) simply requires that the complaint processing system otherwise established by a school board pursuant to RCW 28A.58.103(1)(e) also provides for the evaluation of teaching materials in public hearing in the case of complaints by parents, guardians or custodians of students. Conversely, complaints registered by other persons may continue to be processed in a manner other than in public hearing.

Question (3):

Your third question asks:

> Are films used for teaching purposes included within the term "teaching materials" as it is used in RCW 28A.58.758(2)(f)?

It is not difficult to ascertain the general meaning of the term "teaching materials." It seems apparent the ordinary, everyday meaning of that term includes both written materials such as textbooks and motion picturesor other types of films used in instructing students. The issue is whether the statutory context in which the term here appears limits its meaning to printed material which is physically distributed to students.

The materials subject to evaluation pursuant to RCW 28A.58.758(2)(f) consist of (1) "teaching materials, including textbooks, teaching aids, handouts, or other printed materials, . . ."(2) ". . . [which] parents, guardians or custodians of

students . . . consider dissemination of . . . to students objectionable." RCW 28A.58.758(2)(f), supra. Two questions must thus be answered. First, does the specification of textbooks, etc., limit the meaning of "teaching materials" to materials in the nature of printed texts? And second, does the fact that actionable complaints must address the "dissemination" of materials to students limit the meaning of "teaching materials" to materials which are physically distributed to students? We think both of these subquestions must be answered in the negative.

In response to the first question, it is not uncommon for the legislature to list or specify subject matter which it intends to be encompassed by a particular enactment. Whether or not the subject matter encompassed is limited to that which is specified depends upon the context in which the specification appears. For example, the rule of statutory construction stated in the Latin maxim expressio unis est exclusio alterius (the principle that the expression of one thing excludes the expression of another) would conceivably apply in this case if the legislature had not prefaced "textbooks, teaching aids," etc. with "teaching materials, including." That maxim, however, requires caution in its application. As indicated in State ex rel. Becker v. Wiley, 16 Wn.2d 340, 133 P.2d 507 (1943), it should be invoked only as one means of determining legislative intent, not as a means of defeating an underlying purpose of a statute.

Here, the statutory context in which the delineation of "textbooks" and other types of materials appear indicates more strongly than not that the legislature intended the enumerated types of materials to be examples only. If the legislature had intended to limit the application of RCW 28A.58.758(2)(f) to the materials listed it would not, in our judgment, have needlessly prefaced the list with "teaching materials, including." The legislature is presumed to have used no superfluous words. West American Insurance Company v. Buchanan, 11 Wn.App. 823, 827, 525 P.2d 831 (1974).

As was aply stated by one federal district court judge in the recent case of In Re Midas Coin Company, 264 F.Supp. 193 (U.S.D.C., E.D., Missouri, 1967),

> "The term 'including' has various shades of meaning, in some instances operating as a restriction upon and in others as an enlargement of the general language that precedes it and in still others simply as connoting illustrative examples. . . ."

See also, AGO 1979 No. 8, copy enclosed. Based upon the context in which the word "including" appears in RCW 36.33.020[3/] we there concluded that the items listed after it were, likewise, merely illustrative and not exclusive.

In response to the second subquestion, the term "disseminate," as commonly defined, is not limited to an act of physical distribution, particularly when used in context with teaching. For example, Webster's New International Dictionary, Second Edition, Unabridged, 1954, defines "disseminate" as:

> ". . . To sow broadcast or as seed; to scatter, like seed; to spread abroad; as ideas are disseminated when spread abroad for propagation; hence, to diffuse; . . ." (Emphasis supplied)

The term "dissemination" as used in the context of teaching materials and their evaluation can, thus, reasonably be construed as the spreading or dispersing of the ideas and other contents of the materials. In any case, we deem it highly unlikely the legislature intended to limit RCW 28A.58-.758(2)(f) to complaints regarding film actually handled by a student. It is by far more reasonable to construe "dissemination" in the context of the modern instructional process as including the exposure of students to such ideas, facts, principles, etc., as are conveyed through the medium of film.

Accordingly, our answer to your third question is that the term "teaching materials," as used in RCW 28A.58.758(2)(f), does include films used for teaching purposes, whether or not placed in the possession of a student, which are utilized in the instructional process to convey the ideas and other subject matter embodied in the film to students.

3/ "Any board of county commissioners may establish by resolution a cumulative reserve fund in general terms for several different county purposes as well as for a very specific county purpose, including that of buying any specified supplies, material or equipment, or the construction, alteration or repair of any public building or work, or the making of any public improvement. . . ."

Question (4):

Your fourth and final question is as follows:

What rules of procedure govern the conduct of an evaluation of teaching materials in public hearing pursuant to RCW 28A.58.758(2)(f)?

We begin our answer to this question by noting that RCW 28A.58.758 itself does not prescribe any rules of procedure. Nor has our research disclosed any procedural requirements of general application in the common school code or any other state statute which purport to apply to the evaluation of teaching materials in public hearing by a school district.4/ It thus appears that, in the absence of a statute which prescribes applicable rules of procedure, the law simply does not dictate what particular rules of procedure a school district uses in the course of conducting an evaluation of teaching materials pursuant to RCW 28A.58.758(2)(f). See, Smith v. Skagit County, 75 Wn.2d 715, 453 P.2d 832 (1969), where our State Supreme Court noted at page 742 that "[u]nless prescribed by law, a public hearing of a legislative nature need not conform to technical rules of procedure or evidence. . . ."5/

Therefore, our direct answer to your fourth question is that the law does not prescribe any particular rules of procedure to govern the conduct of an evaluation of teaching materials in public hearing pursuant to RCW 28A.58.758(2)(f). Instead, each school district board of directors should be viewed

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4/ The State Administrative Procedure Act (chapter 34.04 RCW), which does prescribe certain rules of procedure in the case of administrative hearings, applies only to state agencies and not to local government entities such as school districts; cf., Messer v. Board of Adjustment, 19 Wn.App. 780, 783, 578 P.2d 50 (1978).

5/ A public hearing to evaluate instructional materials is at most administrative or quasi-legislative in nature as distinguished from a quasi-judicial proceeding where certain rules of procedure and evidence might apply as a matter of constitutional or statutory necessity. See Francisco v. Board of Directors of the Bellevue Public Schools, District No. 405, 85 Wn.2d 575, 537 P.2d 789 (1975), for a discussion of the tests used to determine whether an administrative agency functions in a judicial capacity or not.

as having the power to establish its own rules of procedure--a power which is implicit in the duty established by RCW 28A.58.103(1)(e), supra, to "[p]rovide a system for receiving, considering and acting upon written complaints regarding instructional materials. . . ."6/

We trust that the foregoing will be of some assistance to you.

Very truly yours,

SLADE GORTON
Attorney General

Robert E. Patterson

ROBERT E. PATTERSON
Assistant Attorney General

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Enclosure

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(6) To this we would only add that while no particular set of rules of procedure here apply on a statewide basis, all school districts, in formulating their own rules, should adhere to certain fundamental principles which the court has established in connection with cases involving other types of proceedings such as those regarding zoning and other land use matters. Smith v. Skagit County, supra, falls within the group of cases we have in mind. While that case does not necessarily apply to the evaluation of teaching materials in public hearing, the case does embody the following principles which government entitles should advisedly adhere to in connection with all proceedings held for the purpose of receiving public comment: (1) Members of the public who are present should be afforded a reasonable opportunity to present their views; (2) the proceedings should be free from actual bias and prejudice on the part of the official(s) conducting the proceedings; (3) the official(s) conducting the proceedings should consider all matters presented and give reasonable credit to such matters according to the weight they are in reason entitled to; and (4) the proceedings should be conducted in a manner which not only actually complies with points (1), (2) and (3), but also in a manner which gives the appearance of such compliance or fairness.

APPENDIX B

SAMPLE POLICY

This is a sample policy, not necessarily a model. In order to assist you in using this document, sections of the policy have been keyed to the appropriate RCW or WAC addressed.

We wish to thank the Issaquah School District for granting permission to include its document in this Handbook.

INSTRUCTIONAL MATERIALS SELECTION POLICY

Policy

In accordance with the revised code of Washington, 28A.58.103, the Board of Directors of the Issaquah School District #411 is legally responsible for establishing a policy for approval of instructional materials used in the implementation of the District's instructional program.

PHILOSOPHY OF SELECTION OF INSTRUCTIONAL MATERIALS ADOPTED, PROPOSED FOR PURCHASE, AND PROPOSED GIFTS

The success of the Issaquah Schools in meeting the needs of pupils and teachers depends to a great extent upon the range and quality of the instructional materials available for their use. Every effort shall be made to provide textbooks. library books, periodicals, audiovisual materials and other resources essential to an effective instructional program. Because of the rapid expansion of knowledge, it is essential that the school curriculum reflect this expansion. Consequently, selection of appropriate instructional materials from the available materials is a continuous process. The Board of Directors of the Issaquah School District has assigned the responsibility and authority for the selection of instructional materials to the professional staff subject to the approval of the Instructional Materials Selection Committee.

RCW 28A.58.103 Sec.(1)(f) (Paragraph 2.)

RCW 28A.58.103 Sec.(1)

In accordance with the above, the following guidelines shall be adhered to in the selection of instructional materials unless available funding requires specific exceptions. If such funding compliance limitations are required, and School Board shall identify the non-compliance paragraph(s) of this policy and the dollar amount required to comply.

A. Instructional materials selection and application shall be regarded Primary as the functions of the professional staff of the school system: teachers, librarians, media specialists, school administrators and other certified personnel.

B. An established process for the selection of instructional materials shall be established for:

1. Basic Instructional Materials Basic instructional materials shall be reviewed and approved by the IMSC and, if approved by the Superintendent, shall be submitted to the Board for adoption. "Basic instructional material" means instructional materials designed for use by students as a principle learning resource and which meet organization and content for the basic requirements of the intended course. Procedures for adoption of basic instructional materials implementing a specific curriculum are described in the District Instructional Planning Process for Curriculum Development. (Program Development Procedure and Policy, 6121-5 to 8.)

2. Supplemental Materials Supplemental materials shall be reviewed by appropriate curriculum grade level or departmental committees and approved by the building principal. "Supplemental instructional material" means instructional materials designed to serve, but not limited to, one or more of the following purposes, for a given subject, at a given grade level:

POLICY (continued)

a. To provide more complete coverage of a subject or subjects included in a given course.

b. To provide for meeting the various learning ability levels of students in a given age group or grade level.

c. To provide for meeting the diverse educational needs of students with a language disability in a given age group or grade level.

d. To provide for meeting the diverse educational needs of students reflective of a condition of cultural pluralism.

3. Library Resource Materials Library resource materials shall be selected and approved by the school library media specialists. The building principal shall be advised of the materials approved and shall submit the necessary requisitions to the Superintendent's office for approval.

4. All required reading lists shall be developed and reviewed by the appropriate curriculum, grade level, or departmental committee; and submitted to the building principal for approval.

5. The building principal shall determine whether materials are basic or supplemental subject to review and acceptance or rejection of the Director of Instructional Services.

6. All materials not included in the above definitions shall meet the state criteria for instructional materials as found in this policy.

Criteria for selection of materials shall be based on the following:

A. Materials shall further the educational philosophy and learning goals of the school district.

B. Instructional materials selected shall be appropriate to the achievement level, maturity and interest of students for whom they are intended.

C. Materials concerning controversial and significant issues - such as ethnic, religious, political and cultural -- shall contain alternative points of view or be clearly identified by the teacher as subjective materials and utilized accordingly.

D. Criteria for selection of materials shall be consistent with WAC 392-190-055. Instructional materials shall present equal treatment of the sexes and of ethnic groups and build on their contributions and concerns, current and historical. It is recognized, however, that under certain conditions, biased materials may represent appropriate resources in presenting contrasting and differing points of view.

RCW 28A.02.020 Sec 16)

E. Materials shall be reviewed for profanity, obscenity, moral issues and value judgments. See "Evaluation Form for Selection of Basic Instructional Materials."

Provision shall be made to give parents and guardians an opportunity to review those instructional materials which will be, or are being, used in their children's courses of study. Parents shall be encouraged through the media to visit the District's Library Media Centers and classrooms to review learning resource materials.

PROCEDURE FOR SELECTING MATERIALS

Definition of Terms

A. Instructional Materials included, but is not limited to, books, pamphlets, texts, library books, dittoed materials, reprints, tapes, films, photographs, clippings, manipulative material, etc., used in the learning process.

B. Library Resource Materials are any materials available for either student or teacher use processed through library resource centers.

C. Basic Instructional Material means instructional materials designed for use by students as a principle learning resource and which meet organization and content for the basic requirements of the intended course.

D. Supplemental Instructional Material means instructional materials designed to serve, but are not limited to, one or more of the following purposes, for a given subject, at a given grade level:

1. To provide more complete coverage of a subject or subjects included in a given course.

2. To provide for meeting the various learning ability levels of students in a given age group or grade level.

3. To provide for meeting the diverse educational needs of students with a language disability in a given age group or grade level.

4. To provide for meeting the diverse educational needs of students reflective of a condition of cultural pluralism.

E. Concerned Parties is defined as the complainant(s), the teacher and/or librarian, the ISMC, and/or the Professional Association.

Selection of textbooks and instructional materials will be assisted by the reading, examination, and checking of standard evaluation aids which shall include standard catalogs, instructional material digests, and the "Washington Models for the Evaluation of Bias Content in Instructional Materials" published by the Superintendent of Public Instruction. For a comprehensive list, refer to a BASIC LIST OF AIDS IN THE SELECTION OF PRINTED MATERIALS FOR CHILDREN AND YOUNG PEOPLE prepared by Instructional Resources Service, Superintendent of Public Instruction, Olmpia, Washington.

PROCEDURE FOR SELECTING BASIC INSTRUCTIONAL MATERIALS INTENDED PRIMARILY FOR GENERAL CLASSROOM USE

The procedure for selecting instructional materials is described in the District Instructional Planning Process for Curriculum Development. Instructional materials, including textbooks which are being considered for adoption, shall be reviewed by the Instructional Materials Selection Committee and recommendation based on the above review shall be forwarded to the Superintendent. The Superintendent's recommendations shall be presented to the Board of Directors for adoption.

PROCEDURES FOR SUPPLEMENTAL CLASSROOM INSTRUCTIONAL MATERIALS AND READING LISTS

The selection of materials for an instructional materials list shall be the primary responsibility of appropriate curriculum grade level or departmental committees. A classroom instructional materials list is defined as a list of supplementary instructional materials used by students in a particular class or department in addition to the basic texts and other approved instructional materials.

A. Instructional material lists for class, individual, or optional use shall include only those materials appropriate to the interest, needs or maturity level of the pupils. Titles suggested to be included on the individual or optional material lists shall be selected from, but not limited to, (1) materials found in the school's library resource center and which meet the district's resource center criteria, (2) departmental lists, or (3) one of the approved professional resource lists, e.g., The National Council of Teachers of English, and lists approved by the Office of the Superintendent of Public Instruction.

   Within the above general guidelines, the teacher has the professional responsibility for selecting those materials which are most suitable for the maturity and achievement of the individuals in the class.*

B. A copy of the complete list along with samples of the materials on the list shall be presented to and approved by the department chairperson if there is one, and to the principal for final approval.

C. Any instructional materials placed on a required list by the teacher and/or for student selection, shall be available in sufficient quantity to meet the reasonable needs of the class. This shall not be interpreted to mean that a teacher must use a single text in any given class.

D. Current required and optional reading lists as developed, shall be available in the school and in the district curriculum office. New materials that are not included on the lists may be used between revisions when approved by the department chairperson and principal. Professional judgments shall be exercised in using materials of immediate relevance if prior approval of department chairperson or principal is not practical. This would provide more adaptable and current instructional materials. The central office lists should be updated annually. The building lists shall be kept current.

*The Student's Right to Read, Champaign: National Council of Teachers of English, 1972

PROCEDURE FOR SELECTING LIBRARY RESOURCE MATERIALS

The procedure for implementation of the above policy is a process which is coordinated by the School Library Resource Specialist under the direction of the building principal. The process begins by seeking and accepting requests from teachers, students, parents, and district specialists. The Library Resource Specialist considers such requests in relationship to specified (1) objective of selection, (2) criteria for selection, and (3) selection tools. After considering the requests and the needs of the building, the Library Resource Specialist shall prepare a list for purchase and submit it to the building principal. The building principal shall submit the necessary requisitions to the Superintendent's office for approval.

A. Objectives of Selection The primary objective of a school library resource center is to implement, enrich, and support the educational program of the district school by:

1. Providing resource materials for students and faculty.

2. Providing materials that meet the interest, vocabulary, maturity and ability levels of all students.

3. Fostering reading as a lifelong activity through pleasurable exposure to printed materials.

4. Providing materials that fulfill the goals as outlined in the School Library Bill of Rights for School Library Media Programs.

B. School Library Bill of Rights for School Library Media Programs*

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the School Library Media Center is:

1. To provide a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessability to these materials.

2. To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interest, abilities, socio-economic backgrounds and maturity levels of the students served.

3. To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation and ethical standards.

*Endorsed by the American Association of School Librarians, Atlantic City Conference, 1969

4. To provide materials which reflect the ideas and beliefs of religious, social, political, historical, ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop intellectual integrity in forming judgements.

5. To provide a written statement, approved by the local Board of Education of the procedures for meeting the challenge of censorship of materials in school library media centers.

6. To provide qualified professional personnel to serve teachers and students.

C. Criteria for Selection of Library Resource Materials The basic factors influencing selection shall be based on:

1. The knowledge of curriculm needs of the individual shcool and individual students

2. The requests from administrators, teachers, parents and students.

3. The reading interests, abilities, and background of the students using the library resource centers.

PROCEDURE FOR SELECTION OF INSTRUCTIONAL MATERIALS TO BE PURCHASED BY THE INSTRUCTIONAL MATERIALS CENTER

A. The Instructional Materials Coordinator shall be responsible for the selection and purchasing of instructional materials for the Instructional Materials Center. Whenever possible and practical, all instructional materials under consideration for purchase shall be previewed and evaluated by appropriate educators prior to acquisition.

B. Types of media or physical format shall be those which can be utilized by most schools within the District and which are either compatible with existing equipment or with new equipment which schools are expected to acquire.

C. In general, materials purchased by the IMC shall be those which because of cost and other factors, are best located in a large center and available for loan to all schools in the District upon request. Catalogs listing the holdings of the IMC shall be kept current and made available to all staff members.

D. District specialists with the help of the IMC shall keep local educators informed of new materials and equipment and their potential use in the educational program. Therefore, a small portion of the instructional materials budget may be expended for such materials deemed appropriate for district piloting and testing.

INSTRUCTIONAL MATERIALS COMMITTEE RCW 28A.58.103 Sec.(1)(c)

The Instructional Materials Committee shall consist of the following members.

A. Eight subject area professional staff members to include: two elementary, two junior high and two high school members at all times.

1 Math/Science
1 Health and P.E.
1 Vocational Education
1 Guidance and Counseling
1 Social Studies
1 Language Arts
1 Special Education
1 Art and Music

B. Two library resource specialists: one elementary and one secondary

C. Five citizen advisors: one from each respective School Board Director District.

D. The Instructional Materials Coordinator who shall be a permanent member and chairperson of the Instructional Materials Selection Committee.

E. The Director of Instructional Services as an ex officio member.

The total committee will review recommendations made by teacher subcommittees under the leadership of the appropriate subject-area staff member, whose duties shall include, but not be limited to:

A. Chairing teacher sub-committees for selection of materials relevant to curriculum development or revision.

B. Researching problems related to selection and evaluation of materials.

C. Presentation of the recommendations from the teacher sub-committee to the Instructional Materials Selection Committee.

The professional staff members of the Instructional Materials Selection Committee shall be chosen from a list of qualified individuals provided by the Professional Association. The Superintendent may suggest individuals who may be included on the list. Upon request by the Superintendent, the list shall be extended to provide adequate latitude to enable selection of a representative committee.

The term of office for appointed members shall be for three years RCW 28A.58.103 Sec.(1)(d) except in the initial appointment terms of office in each category shall be for one, two and three years in order to achieve staggered terms of service. Vacancies during a term of a member shall be filled in the regular manner and the successor shall serve the remainder of the unexpired term.

The Instructional Materials Committee may appoint sub-committees to review and evaluate instructional materials prior to review by the total Committee and final recommendation to the Board of Directors.

Any committee member absent from two consecutive meetings, except for illness or as authorized by the committee, shall vacate his or her position, which fact shall be made known to the Superintendent who shall fill the vacancy in the regular manner.

A. Instructional Materials Committee Functions The function of this committee shall include, but not be limited to:

1. Examining, considering and evaluating materials requiring Board adoption and presenting its recommendations to the Superintendent.

2. Serving as a vehicle whereby teachers; parents and other interested parties may review and examine existing instructional materials.

3. Serving as a vehicle shereby basic materials that become five years old are reviewed as part'of the systematic review cycle.

4. Reviewing challenged materials and submitting recommendations to the Superintendent.

Should the committee need the advice of professional, qualified consultants, the committee shall file a request to the Board of Directors for the costs of such consultants.

Should it be necessary for committee members to travel in the exercise of committee duties, the committee shall file a request to the Board of Directors for the cost of such travel.

When instructional materials become worn out, obsolete or damaged beyond repair, it will be the responsibility of the committee to so state and request the Board of Directors to dispose of the materials.

B. Committee Meetings

1. Regular meetings shall be held the third Wednesday of the months of September, November, January, March and May. Other meetings may be held as needed. All meetings shall be called by the Instructional Materials Coordinator who charis the meetings. Written notices of all meetings must be received by members at least three days in advance. A simple majority shall constitute a quorum.

2. Funds shall be budgeted to provide substitutes for members having class responsibilities and to reimburse the professional staff for evening meetings.

CHALLENGED MATERIALS PROCEDURES RcW 28A. 58.103 Sec. (1)(c)

The following procedures are established for all instructional materials placed in question by an individual, group or organization. These procedures must be followed in the order presented below:

A. Complaints shall be communicated to the person or persons primarily responsible for the utilization of the materials for mutual resolve.

B. The principal, librarian, department head, or teacher receiving the complaint shall, if possible, resolve any misunderstanding.

C. Every effort shall be made to resolve misunderstandings with the person(s) primarily responsible for utilization of the materials. If these efforts fail and the complainant requests the withdrawal of the instructional materials from the school, the Request Form for Re-Evaluation of Materials, together with a copy of the Challenged Materials Procedure, shall be furnished to the complainant by the principal with an explanation of the procedure for registering the complaint.

D. The Request Form for Re-Evaluation of Materials shall be completed with evidence that steps 1 and 2 have been fullfilled. The complainant shall submit his/her complaint to the District Superintendent.

E. A review of the questioned material shall be instituted within ten (10) calandar days.

F. Upon receipt of a complaint, the Superintendent shall call together the Instructional Materials Selection Committee.

1. The Instructional Materials Selection Committee shall re-evaluate the material with the specific objections in mind as they relate to the educational program. The committee shall request the complainant and person(s) primarily responsible for the utilization of the material to appear before the committee to register additional information relative to the complaint. There shall be provisions for susbtitutes for persons having class responsibilities and reimbursement for professional staff for night meetings. The student or students involved may attend and should be notified.

2. The Superintendent may request other professionally qualified resource persons to serve with the committee and to be reimbursed.

3. The Chairperson of the Instructional Materials Selection Committee shall, within forty-five (45) days after receipt of the written complaint, submit the final recommendation of the Committee to the Superintendent.

4. The Superintendent may accept or reject the Committee's recommendation. The Superintendent shall, within ten (10) days of receiving the Committee's recommendation, inform the complainant and the teacher or librarian in writing of the Superintendent's decision.

5. The Superintendent's decision shall be reviewed by the Board of Directors upon request of the concerned parties. Such request for Board review must be made within ten (10) calendar days of receipt of the Superintendent's decision (if a request is not received within the ten (10) day period, the challenge process shall be completed).

6. Regardless of whether the Superintendent and/or the concerned parties accept of reject the decisions submitted to them respectively, the Superintendent shall submit a copy of the Committee's report to the Board of Directors and indicate the action he or she has taken. Material shall not be removed from use until a final decision has been made, i.e., until the process has been completed.

TEXTBOOK LOANS FOR STUDENT USE RCW 28A.58.103 Sec.(1)(f)

Free textbooks and other instructional materials may be made available for loan to students when, in the judgment of the members of the Board, the best interests of the District will be served by such a decision. It will be the responsibility of the professional staff to maintain the records necessary for proper accounting of all instructional materials and to set forth conditions for student replacement of lost or badly damaged materials.

Policy adopted August 31, 1979

INSTRUCTIONAL MATERIALS SELECTION (Cont.)

DEPRECIATION SCALE RCW 28A.58.103 Sec. (2)

The following depreciation scale shall be used:

1. Hardback texts will be depreciated proportionately (20 percent per year) over a four-year period beginning at the end of the second year and shall thereafter carry a replacement cost of 20 percent.

2. Paperback materials may be depreciated within a two-year period of time, depending upon the extent of usage during the year.

DAMAGED OR LOST MATERIALS

1. Except for normal wear, all textbooks furnished for student use must be returned in good condition when called for by the instructor of the course.

2. Students shall pay the price of any lost or damaged book or books furnished by the District, based upon the depreciation scale provided in this policy.

DISPOSAL OF OBSOLETE MATERIALS

When books or other instructional materials are not needed in a given building, they should be relocated within the district, or declared obsolete. Before declaring selected materials obsolete, safeguards shall be taken to assure that the materials are no longer useful to any segment of the school district. When selected materials have been declared obsolete by the Board of Directors, the district shall:

1. Make the textbooks and/or library books available for purchase to district students.

2. Offer materials for purchase to those private schools in the state of Washington who have requested annually to be notified of materials being declared obsolete by the district. RCW 28A.02.110

3. Dispose of the material by a sale to the highest bidder, following public notice in a newspaper of general circulation in the area. In the event reasonable efforts to dispose of such materials via the bidding process fail, the district will then make reasonable efforts to negotiate an exchange of the materials for some value. If both of the foregoing efforts fail, the district may then discard such obsolete instructional materials upon a finding that they are without value and that further retention would impose unnecessary and unrecoverable costs upon the district.

Adopted May 24, 1978

INSTRUCTIONAL MATERIALS SELECTION (Cont.)

Public Review of Instructional Material

It is the intention of the Board of Directors of the Issaquah School District to provide an opportunity for public review of instructional materials prior to adoption by the Board. The following procedure shall be used to implement this intention with regard to instructional material adoption after August 1, 1977:

1. At least two weeks prior to adoption, the Board shall announce that materials recommended for adoption by the Instructional Materials Selection Committee will be available for review during regular office hours at the Central Administration Building for a period of at least two weeks.

2. Notification to the public shall be made by the following methods:

   a. Announcement in an open Board meeting with a request to the news media represented at the meeting that the announcement be considered as a news item.

   b. Notices sent to the Issaquah Press, Renton Record Chronicle, Journal American (Bellevue), and PTA/PTO Presidents.

3. A form will be available on which comments can be made with regard to books review. These completed forms will be given to the Board for their consideration in the adoption process.

Adopted June 22, 1977

Administrative Rules and Regulations
May 24, 1978

DISPOSAL OF OBSOLETE EQUIPMENT

Equipment shall be considered obsolete when the dollar value to repair the item exceeds the cost to replace with a new one; or, when the history of the costs to maintain the item far exceeds its value; or when the equipment item is no longer repairable.

Equipment declared obsolete by the Board shall be sold or traded for value. In the event neither occur, the remaining equipment shall be disposed of by the Maintenance Department.

Adopted May 24, 1978

Administrative Rules and Regulations
May 24, 1978

DISPOSAL OF OBSOLETE MATERIALS

The following procedures are established for the disposition of obsolete instructional materials.

1. The building principal or program manager shall prepare the list of materials to be declared obsolete or surplus and send to the Director of Instructional Services by November 1st or March 1st of each year. Lists shall give basic information regarding the subject area, title, grade level, copyright date and quantity.

2. The Director of Instructional Services shall circulate a list of surplus materials to the district schools. A list of obsolete materials shall be forwarded to the Coordinator of Instructional Media Service for action by the Instructional Materials Selection Committee.

3. The building principal or program manager shall make requests for the use of surplus materials to the Director of Instructional Services.

4. The building principal or program manager shall be responsible for retaining surplus materials until requested from the Director of Instructional Services.

5. The IMSC shall act upon the request for declaring materials obsolete at its regular meetings in November and March and send their recommendation to the Superintendent for formal action by the Board.

6. The Purchasing Agent shall notify the schools when formal Board action has been taken and initiate appropriate steps for picking up the materials and equipment at the building for central disposal.

7. The building principal or program manager shall be responsible for stamping each item "Discarded" with the date of formal action by the Board and packing the materials for shipment. Stamps for this purpose shall be provided by the Purchasing Agent.

8. To facilitate the sale of textbooks and library books to students, the Director of Instructional Services shall be responsible for notifying students of their availability. Materials shall be made available for sale for a two week period. The depreciation scale set forth in Policy 6122.8 shall be used.

9. The Coordinator of Instructional Media Materials shall notify those private schools in Washington State who requested to be notified of materials being declared obsolete.

10. When obsolete materials are not disposed of pursuant to the rights of students or private schools, then the Purchasing Agent shall initiate steps as set forth in Policy 6122.8 for final disposition.

11. In the event materials are not sold or traded for value, the remaining materials shall be disposed of by the Maintenance Department.

Adopted May 24, 1978

APPENDIX C

Subject area _____

GENERAL CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS

The following criteria are to help you evaluate instructional materials. Indicate your judgment by circling the appropriate number. Each item must be rated. A separate evaluating sheet is necessary for each set of materials considered for recommendation.

Not: Comments which would add to this evaluation would be appreciated
Please use last page.

EVALUATED BY _____ DATE _____

COMMITTEE _____ SCHOOL _____

Data for materials evaluated: _____

Author _____

Title _____

Publisher or producer _____

Copyright date _____ Type of material _____

Grade level of material being evaluated _____

Is this material part of a series? Yes/__/ Series grade level _____

No /__/

Title of series _____

Cost per item _____

SUMMARY OF EVALUATION

		High----------				Low	M*	NA*
I.	Text Format	5	4	3	2	1	0	0
II.	Audiovisual format considerations	5	4	3	2	1	0	0
III.	Organization and overall content	5	4	3	2	1	0	0
IV.	Bias content	5	4	3	2	1	0	0
V.	Teacher's guide	5	4	3	2	1	0	0
VI.	Additional support materials	5	4	3	2	1	0	0
VII.	Purchase priority	5	4	3	2	1		

*M = Missing: material should have had item but does not
*NA = Not applicable

		High				Low	M*	NA*
I.	TEXT FORMAT							
1.	General appearance	5	4	3	2	1	0	0
2.	Size and color practical for classroom use	5	4	3	2	1	0	0
3.	Binding: durability and flexability	5	4	3	2	1	0	0
4.	Quality of paper	5	4	3	2	1	0	0
5.	Readability of type	5	4	3	2	1	0	0
6.	Appeal of page layouts	5	4	3	2	1	0	0
7.	Usefulness of chapter headings	5	4	3	2	1	0	0
8.	Appropriateness of illustrations	5	4	3	2	1	0	0
9.	Usefulness of references, index, bibliography, appendix	5	4	3	2	1	0	0
10.	Consistency of format	5	4	3	2	1	0	0
II.	AUDIOVISUAL FORMAT & CONSIDERATIONS							
1.	Sound quality	5	4	3	2	1	0	0
2.	Picture quality	5	4	3	2	1	0	0
3.	Emotional impact	5	4	3	2	1	0	0
4.	Other qualities: vitality, style, imagination	5	4	3	2	1	0	0
5.	Authoritative and well-researched, free of propaganda	5	4	3	2	1	0	0
6.	Length suitable to audience and content	5	4	3	2	1	0	0
7.	Durability	5	4	3	2	1	0	0
8.	Usefulness in more than one subject area: write areas here _____ _____ _____	5	4	3	2	1	0	0

III. ORGANIZATION AND OVERALL CONTENT

Use the specific criteria developed for the subject area if available.

Otherwise, use guidelines for this section which are attached.

*M = Missing: material should have had item but does not
*NA = Not applicable

IV. BIAS CONTENT	High				Low	M*	NA*
1. Presents more than one viewpoint of controversial issues.	5	4	3	2	1	0	0
2. Presents accurate facts when generalizations are made.	5	4	3	2	1	0	0
3. Includes all socioeconomic levels and settings and all ethnic groups.	5	4	3	2	1	0	0
4. Gives balanced treatment of the past and present.	5	4	3	2	]	0	0
5. Promotes the diverse character of our nation by:	5	4	3	2	1	0	0
a. Presenting the positive nature of cultural differences.							
b. Using languages & models which treat all human beings with respect, dignity and seriousness.							
c. Including characters which help students identify positively with their heritage and culture.							
d. Portraying families realistically (one-parent, two-parent, several generations.)							
e. Portraying the handicapped realistically.							
6. Includes minorities and women by:	5	4	3	2	1	0	0
a. Presenting their roles positively but realistically.							
b. Having their contributions, inventions or discoveries appear alongside men.							
c. Depicting them in a variety of occupations and at all levels in a profession.							
d. Having their work included in materials.							
e. Presenting information from their perspective.							
f. Having appropriate illustrations.							

*M = Missing: material should have had item but does not
*NA = Not applicable

V. TEACHER'S GUIDE FOR TEXTS OR AUDIO-VISUAL MATERIALS

		High				Low	M*	NA*
1.	Easy to use	5	4	3	2	1	0	0
2.	Answers provided	5	4	3	2	1	0	0
3.	Background information	5	4	3	2	1	0	0
4.	Teaching strategies	5	4	3	2	1	0	0
5.	Ideas for motivation, follow-up, extension	5	4	3	2	1	0	0
6.	Guidelines for evaluation	5	4	3	2	1	0	0
7.	Inclusion of script	5	4	3	2	1	0	0
8.	Bibliography	5	4	3	2	1	0	0

VI. ADDITIONAL SUPPORT MATERIALS WHICH ACCOMPANY TEXT:

Please list the materials, (i.e., workbooks, tests, etc.),
And use separate form for each one listed _____

_____

_____

USE THIS SPACE FOR COMMENTS:

*M = Missing: material should have had item but does not
*NA = Not applicable

GUIDELINES FOR ORGANIZATION AND OVERALL CONTENT (SECTION III)

		High				Low	M*	NA*
1.	Currency of content	5	4	3	2	1	0	0
2.	Consistency of organization	5	4	3	2	1	0	0
3.	Clarity and conciseness of the explanation	5	4	3	2	1	0	0
4.	Unit organization-follows logical sequence	5	4	3	2	1	0	0
5.	Usefulness of illustrations in enhancing the content	5	4	3	2	1	0	0
6.	Consistency of point of view with basic principles of subject area	5	4	3	2	1	0	0
7.	Usefulness in furthering the systematic & sequential program of the course of study	5	4	3	2	1	0	0
8.	Interest appeal-provisions for student differences and backgrounds	5	4	3	2	1	0	0
9.	Usefulness in stimulating critical thinking (i.e., problem solving situations, etc.)	5	4	3	2	1	0	0
10.	Usefulness in stimulating students toward self-evaluation & formulation of their own goals.	5	4	3	2	1	0	0
11.	Usefulness in facilitating lesson planning by the way the material is organized	5	4	3	2	1	0	0
12.	Adaptability of content to varied instructional methods	5	4	3	2	1	0	0
13.	Adaptability of content to varying abilities of individual students (i.e., vocabulary & reading levels):							
	above average	5	4	3	2	1	0	0
	average	5	4	3	2	1	0	0
	below average	5	4	3	2	1	0	0
14.	Adequacy of learning activities:							
	quality	5	4	3	2	1	0	0
	quantity	5	4	3	2	1	0	0
15.	Provision for review and maintenance of previously acquired skills	5	4	3	2	1	0	0
16.	Provision for measuring student achievement	5	4	3	2	1	0	0

*M = Missing: material should have had item but does not
*NA = Not applicable

APPENDIX C

FOR OFFICE USE

Date request submitted_____

Date approved by IMSC_____

Date approved by Board_____

PLEASE COMPLETE THE FOLLOWING INFORMATION IN DETAIL.

FORM FOR SELECTION OF BASIC INSTRUCTIONAL MATERIALS

SCHOOL OR DISTRICT COMMITTEE SUBMITTING REQUEST:_____

_____

LIST NAMES OF PERSONS WHO EVALUATED THIS MATERIAL:

NAME	POSITION	SCHOOL

I. REQUESTED MATERIAL:

Type of material being requested: Book____ Film____ Filmstrip____Other_____

Title:_____Copyright:_____

Author:_____Publisher:_____

II: COURSE INFORMATION:

Name of course in which requested material will be used:_____

Grade level(s) for which this material is being requested:_____

Range of readability levels (Using Fry's Readability Formula):_____

Average readability level:_____Number of passages sampled:_____

III: COURSE GOALS:

Selection of basic instructional materials must be consistent with district, department and course goals. In the area below, please list,if available, the stated course goals for the area of study in which these materials will be used. Identify with a check mark (✓) the goal(s) which are specifically being addressed with these materials.

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IV. COST ANALYSIS:

First year cost per student _____ Cost per student to maintain on a yearly basis _____

Number of students to use materials _____ Other costs (specify) _____ _____

TOTAL COST OF ADOPTION FOR: Building_____ District_____

V. COMMUNITY STANDARDS INFORMATION:

1. Has this material been screened in view of the age, experience, and maturity level of the students for whom it is intended? ____YES ____NO

2. Does it contain any of the following?

Profane or obscene language?	____Yes	____No
Graphic sexual incidents?	____Yes	____No
Moral issues?	____Yes	____No
Value judgments?	____Yes	____No
Controversial ideology or philosophy?	____Yes	____No

3. If the material contains any of the above, please cite examples and page numbers and justify its use.

EXAMPLE	PAGE	COMMENT

ADDITIONAL COMMENTS:

Note: *If the material being evaluated is a novel or literary work, omit Section VI and complete Section VII.*

VI. COMPARATIVE TEXT ANALYSIS:

Using the following rating scale, evaluate the material in each area identified.

HIGH			LOW	MISSING	NOT APPLICABLE
4	3	2	1	0	NA

Fill in title, publisher and copyright date for each text.

A. TECHNICAL QUALITY				
1. General appearance				
2. Readability of type				
3. Quality of paper and binding				
4. Appropriateness of illustrations				
5. Format and general organization				
B. EFFECTIVENSS OF MATERIAL				
1. Adapts to invididual needs and/or interests				
2. Has appropriate sequential development				
3. Provides varied teaching and learning strategies				
4. Provides for measuring student achievement				
5. Provides management system for tracking student progress				
6. Provides clearly organized teacher edition				
C. CONTENT				
1. Consistent with district, program and course goals				
2. Reflects respect for personal worth				
3. Aids in building positive attitudes and understandings				
4. Depicts cultural diversity				
5. Deals effectively with issues and problems				
6. Offers accurate and/or realistic treatment of subject				
7. Incorporates balanced viewpoints				
8. Makes provision for distinguishing between fact and opinion				
9. Stimulates critical thinking				

HIGH			LOW	MISSING	NOT APPLICABLE
4	3	2	1	0	NA

Fill in title, publisher, and copyright date for each text.

D. CRITERIA FOR SEX BIAS

1. Material divides qualities such as leadership, imagination, intelligence and courage approximately evenly between male and female characters.
2. Females and males are equally represented as central characters in story, and illustrative materials.
3. Both men and women are shown performing similar work in related fields.
4. Males and females are shown working together.
5. People are referred to by their own names and roles as often as they are referred to as someone's spouse, parent or sibling.
6. Sterotyping language such as "women chatting"/"men discussing" is avoided.
7. Biographical or historical materials include a variety of male and female contributions to society.
8. Both males and females are given credit for discoveries and contributions to social, artistic, and scientific fields.
9. Groups which may include both males and females are referred to in "neutral" language such as "people, mail carriers, fire fighters, or legislators."

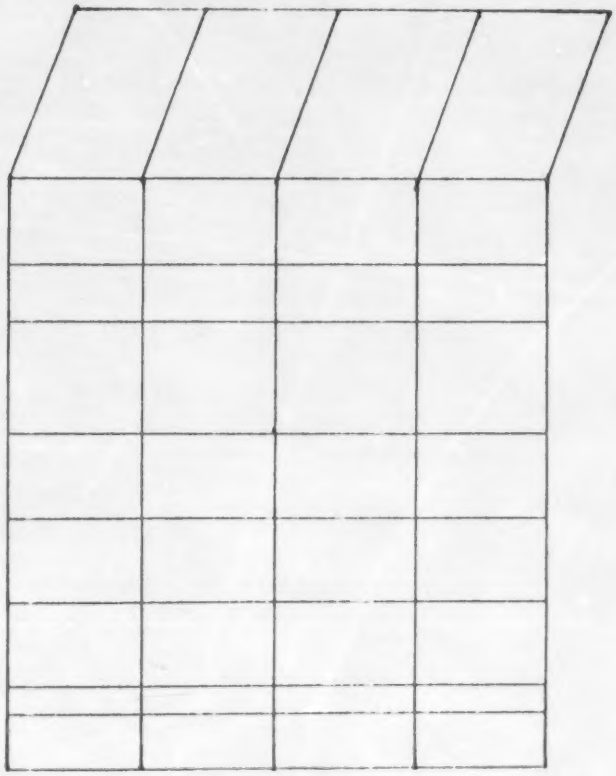
E. CRITERIA FOR RACIAL/ETHNIC BIAS

1. Materials contain racial/ethnic balance in main characters and in illustrations.
2. Oversimplification generalizations about racial groups are avoided in illustrations and in text material.
3. Minority characters are shown in a variety of lifestyles in active, decision-making and leadership roles.
4. The vocabulary of racism is avoided.
5. Minority characters are given credit for discoveries and contributions to social, artistic, and scientific fields.

VII. REVIEW OF LITERARY WORKS

A. Using the same rating scale as found on page 4, evaluate the material in each area identified:

Fill in title, publisher and copyright date for each literary work evaluated.



1. Is appropriate to the intellectual readiness of students.
2. Stimulates critical thinking.
3. Helps students gain a better understanding of life's experiences.
4. Holds potential interest of students.
5. Is on a subject of lasting significance.
6. Broadens students' literary experiences.

TOTAL SCORES

B. Explain your choice of this literary work in terms of such qualities as character development, style, author's purpose, theme, symbolism, etc. (Use attachments if necessary.)

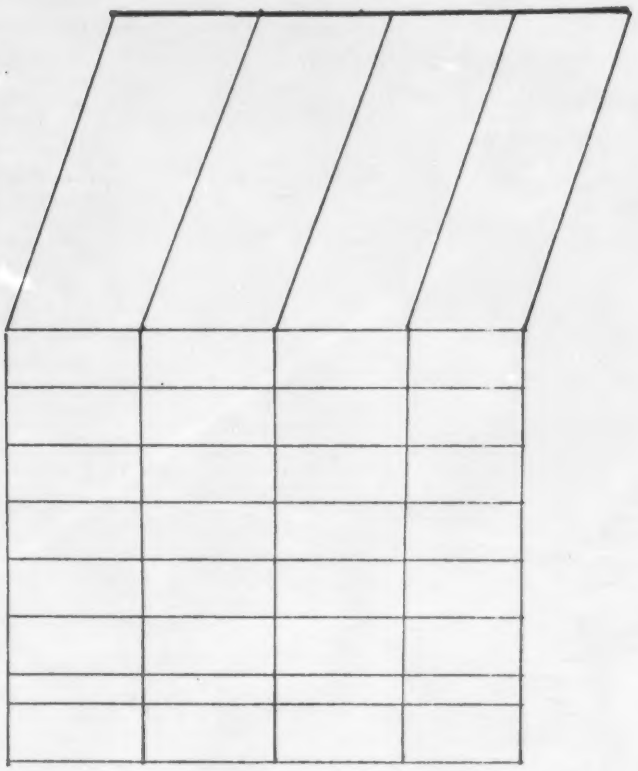
C. Please note any special problems that may arise related to sex, race, or ethnic bias; and how you plan to handle the problems in the classroom.

D. What other titles were considered in making your final selection?

Fill in title, publisher and copyright date for each text.

SUMMARY INFORMATION:

LIST TOTAL POINTS FOR EACH AREA BY PUBLISHER/TITLE.



A. TECHNICAL QUALITY

B. EFFECTIVENESS OF MATERIAL

C. CONTENT

D. SEX BIAS

E. RACIAL/ETHNIC BIAS

F. REVIEW OF LITERARY WORK

GRAND TOTAL SCORES

ADDITIONAL RATIONALE FOR SELECTION OF THESE MATERIALS: _____

_____

_____

APPROVED BY:

Department Chairperson: _____ Date: _____

Principal: _____ Date: _____

Director of Program Planning: _____ Date: _____

APPENDIX C

Current Date _____

REQUEST TO USE A SPECIAL LEARNING RESOURCE

Principals should be cognisant of plans for using any material, outside resource person or trip which may be considered controversial. Teachers waive their right to expect administrative support if the principal had not been notified of the teacher's plans prior to the time of use. This form is designed for notifying the principal of a teacher's plans. A copy should be retained by the principal and one by the teacher.

Resource (name, type of material, etc.) _____

_____

_____

Date of use _____ Time of day _____

Do you have advance personal knowledge of the presentation? _____

Is the presentation biased or slanted as far as you know? _____

If the presentation is slanted, what plans are there for a balanced presentation?

_____

_____

_____

As plans are developed for using this resource please give consideration to the following criteria or characteristics - 1. Age Level, 2. Objectivity, 3. Values Expressed, 4. Date of Material, 5. Opinions of Others (review), 6. Anticipated Impact on Students.

Predicted Student Outcomes _____

_____

_____

Teacher's name _____

Principal _____ Approved _____ Disapproved _____

Principal's restrictions upon use _____

_____

_____

APPENDIX C

REQUEST FOR REVIEW OF INSTRUCTIONAL MATERIALS

1. _____
Name of person requesting review

_____
Address

_____
Telephone

2. _____
Child's Name Grade School

3. _____
Material to be reviewed (Give title and type of material)

4. _____
Subject and grade level(s) in which used

I request that the material listed above be made available to me for my review and hereby acknowledge its receipt.

Date _____ Signature _____

Listed above was returned on _____
Date

_____
Principal's Signature

APPENDIX C

GUIDELINES FOR THE USE OF FREE AND SPONSORED MATERIALS

Many groups and individuals offer educational materials for classroom use. Much of this material is good and can be used to supplement, to broaden, and to enrich the content found in the regular texts and reference books. It is also valuable to the schools in that it provides students with a variety of points of view on important problems and issues.

The introduction of free and sponsored materials into the classroom must be made with caution. Therefore, all requests must be carefully evaluated by teachers and curriculum personnel of the departments involved on the basis of established criteria. Such evaluations shall be filed with the Coordinator of Learning Resources and approval for their use is given by the Coordinator and the Director of Instructional Services on the basis of the committee's recommendation.

Title _____

Sponsor _____

/__/ Film

/__/ Printed Material, Author _____

1.	Is the material free of obtrusive or objectionable advertising?	/__/ Yes	/__/ No
2.	Does it promote or support the point of view of a special interest group?	/__/ Yes	/__/ No
3.	If "yes," are classroom materials available to present other points of view?	/__/ Yes	/__/ No
4.	Is the content accurate?	/__/ Yes	/__/ No
5.	Can the material be used without obligating the school in any way to any individual or group?	/__/ Yes	/__/ No
6.	Is the material helpful in achieving the goals set up for a particular unit or course?	/__/ Yes	/__/ No

Evaluating the material on the basis of the above criteria, do you favor its acceptance for classroom use?

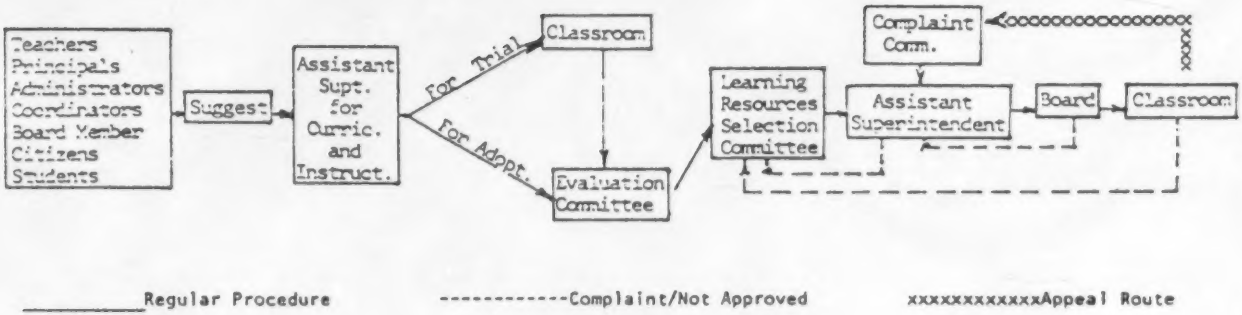
/__/ Yes /__/ No

Signature _____

Position _____

Date _____

B A S I C



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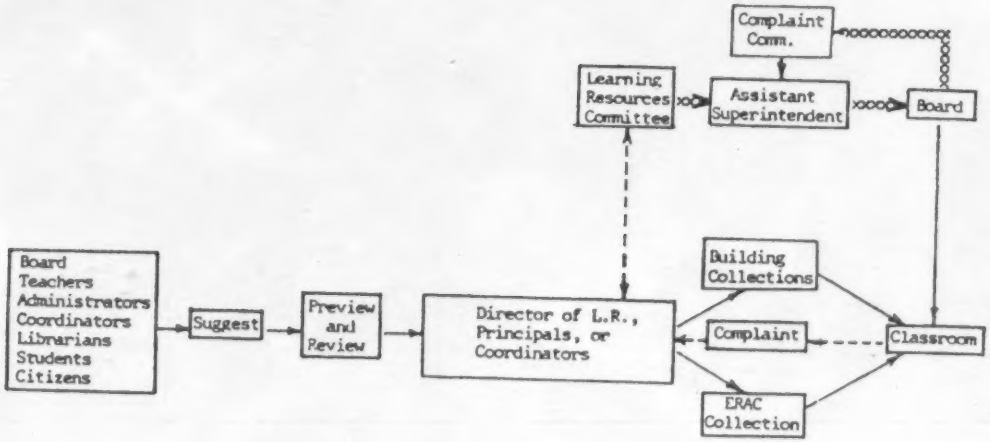
APPENDIX D

S U P P L E M E N T A R Y



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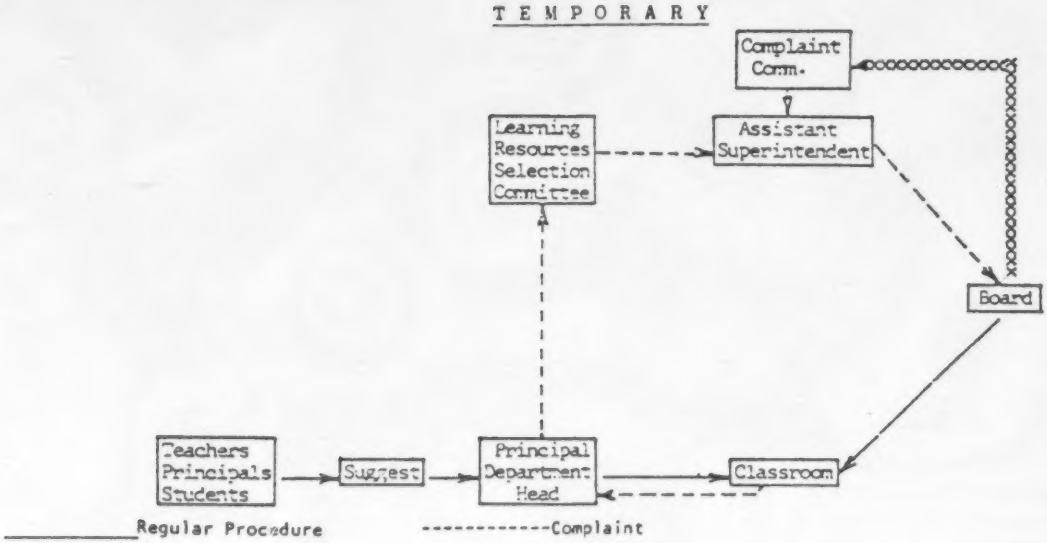

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